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IDENTIFIERS	California; *Compton

ABSTRACT

This document contains the continuation proposal for the fourth grade Compton bilingual education program. A review of the third year is included with details on process evaluation, project personnel and duties, new vocabulary developed by the project for lexical references, and inservice training of teachers. Information concerning the proposed fourth year covers personnel, long range program goals, immediate fourth-year goals, audit planning, details on program management, budget requirements, curriculum, instructional materials, behavioral objectives, and evaluation design. Appendixes include related documents, many in Spanish, on a variety of topics: program philosophy and principles, reading instruction and testing, vocabulary, instructional materials, inservice training for teachers and paraprofessional school personnel, and a plan for parent participation. (VM)

ED 061835

COMPTON UNIFIED SCHOOL DISTRICT

ESEA, TITLE VII 1972-1973

BILINGUAL PROGRAM

APPLICATION FOR CONTINUATION PROPOSAL

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John A. Graham
Assistant Superintendent
Educational Services

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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James R Koenig
JAMES R. KOENIG
Colonel, USA
Director

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Application for Continuation
BILINGUAL EDUCATION PROGRAM

Under the Provisions of Title VII, ESEA

Title: COMPTON BILINGUAL PLAN

Submitted by: COMPTON UNIFIED SCHOOL DISTRICT
604 South Tamarind Street
Compton, California 90220

Submitted to: Division of Plans and Supplementary Centers
Bureau of Elementary and Secondary Education
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Date Transmitted:	March	29	1972
	Month	Day	Year

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

PROGRAMS UNDER BILINGUAL EDUCATION ACT, TITLE VII, ESEA
(P.L. 90-247)
APPLICATION - PART I - GENERAL INFORMATION

FORM APPROVED
O.M.B. NO. 51-R0838

OE ASSIGNED PROJECT NUMBER
OEG-0-9-140229-4156

SECTION A - PROJECT INFORMATION

1. PURPOSE OF SUBMISSION OF THIS FORM
☐ PRELIMINARY PROPOSAL ☐ INITIAL PLAN ☒ CONTINUATION APPLICATION
YEAR *(Circle one)* 2 3 [✓ 4] 5

2. PROJECT TITLE
COMPTON BILINGUAL EDUCATION PLAN

3. PROJECT SUMMARY *(For initial plan only)*

4. SUBMITTED BY *(Name of local education agency)*
COMPTON UNIFIED SCHOOL DISTRICT

A. ADDRESS *(Number, street, city, State, ZIP code)*
604 South Tamarind Street
Compton, California 90220

B. OFFICE TELEPHONE *(Area code and number)*
213-639-4321

C. NAME OF SUPERINTENDENT
Dr. Alonzo A. Crim
Alonzo A. Crim

D. CONGRESSIONAL DISTRICT(S)
23rd

E. COUNTY(IES)
Los Angeles

5. JOINT APPLICANT

A. ADDRESS *(Number, street, city, State, ZIP code)*

B. OFFICE TELEPHONE *(Area code and number)*

C. SIGNATURE OF AUTHORIZED REPRESENTATIVE
Alonzo A. Crim

6. NAME OF PROJECT DIRECTOR
Dr. Frank M. Goodman

A. ADDRESS *(Number, street, city, State, ZIP code)*
2508 East 133rd Street
Compton, California 90222

B. OFFICE TELEPHONE *(Area code and number)*
(213) 639-4321, Ext. 378

I CERTIFY that the information contained in this application is, to the best of my knowledge, correct and the local educational agency named above, has authorized me as its representative to file this application.

8. SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT
Alonzo A. Crim

9. DATE SUBMITTED
March 29, 1972

OE FORM 4491, 9/70

APPLICATION - PROGRAMS UNDER BILINGUAL EDUCATION ACT - PART I - GENERAL INFORMATION

SECTION B – TITLE VII BUDGET SUMMARY FOR PROJECT *(See instructions)*

BREAKDOWN OF TOTAL ESTIMATED BUDGET BY SOURCE		1ST YEAR	2ND YEAR	3RD YEAR	4TH YEAR	5TH YEAR	TOTAL
1. Title VII Funds		72,768	95,738	113,073	113,873	113,873	509,325
2. Other Federal Funds	350 Title I	24,000	24,000	65,800	65,800	65,800	245,400
3. Local Funds	850	54,400	54,400	158,950	158,950	158,950	585,650
4. State Funds							
5. Other Funds							
6. TOTAL ESTIMATED BUDGET		151,168	174,138	337,823	338,623	338,623	1,340,375

SECTION C – PUPIL POPULATION DATA *(See instructions and notes)*

PUPIL POPULATION DATA AS OF THE MOST RECENT OCTOBER 1		PRE-K	KINDER-GARTEN	FIRST	SECOND	THIRD	OTHER ELEM	SECOND-ARY	TOTAL
1. Total LEA enrollment	Public school *(1)*	1,041	2,718	3,034	3,032	3,124	9,640	15,690	*41,490
	Nonpublic school *(2)*	380	90	220	220	220	1,100	820	3,050
2. Number of children in LEA whose dominant language is NOT English	Public School *(1)*	110	375	400	420	450	800	960	3,515
	Nonpublic school *(2)*								
3. Enrollment of project area	Public school *(1)*		120	114	103	113	265		715
	Nonpublic school *(2)*								
4. Number of children in project area whose dominant language is NOT English	Public school *(1)*		70	64	70	66	84		354
	Nonpublic school *(2)*								
5. Number of children in project area whose dominant language is NOT English who would participate in project	Public school *(1)*		20	40	40	40	**40		180
	Nonpublic school *(2)*								
6. Number of children in project area whose dominant language IS English who would participate in the project	Public school *(1)*		12	20	20	20	**20		92
	Nonpublic school *(2)*								
7. Total number of children in project area who would participate in project *(add items 5 and 6)*	Public school *(1)* (5 (1) + 6 (1))		32	60	60	60	60		272
	Nonpublic school *(2)* (5 (2) + 6 (2))								
	TOTAL *(7 (1) + 7 (2))*		32	60	60	60	60		272

OE FORM 4491, 9/70 *3,211 (other than regular classes) + 37,288 regular classes + Pre K 1,041 (Example-EMR, TMR, EH, etc.)
**4th grade

APPLICATION - PROGRAMS UNDER BILINGUAL EDUCATION ACT - PART I - GENERAL INFORMATION

SECTION D — TOTAL PROJECT PARTICIPANTS

	NUMBER		
1. Total pupil participation *(Total column, Section C, item 7)*	272	5. Percent of item 1 whose dominant language is not English and who come from low-income families	66 %
2. Staff engaged in inservice training	20	6. Estimated percentage of target group which is — Rural *(fewer than 2500 inhabitants)*	100 %
3. Adults	10	Urban *(2500 or more inhabitants)*	%
		7. Estimated percentage of children from migrant families	0 %
4. **TOTAL** number of project participants *(1 thru 3)*	302	8. DOMINANT LANGUAGE(S) OTHER THAN ENGLISH Spanish	

SECTION E — PARTICIPATING SCHOOLS *(See instructions)*

NAMES OF PARTICIPATING SCHOOLS (1)	LOCATION OF SCHOOLS (2)	EACH GRADE LEVEL(S) INVOLVED (3)	NUMBER OF CLASSES (4)	ENROLLMENT: TOTAL ENROLLMENT (5)	ENROLLMENT: NO. OF CHILDREN WHOSE DOMINANT LANGUAGE IS NOT ENGLISH (6)	PARTICIPATION: NO. OF CHILDREN WHOSE DOMINANT LANGUAGE IS NOT ENGLISH (7)	PARTICIPATION: NO. OF CHILDREN WHOSE DOMINANT LANGUAGE IS ENGLISH (8)
Thomas Jefferson	Compton	K	1	120	70	20	12
Thomas Jefferson	Compton	1	2	114	64	40	20
Thomas Jefferson	Compton	2	2	103	70	40	20
Thomas Jefferson	Compton	3	2	113	66	40	20
Thomas Jefferson	Compton	4	2	93	50	40	20

OE FORM 4491, 9/70

APPLICATION - PROGRAMS UNDER BILINGUAL EDUCATION ACT - PART I - GENERAL INFORMATION

SECTION F - TOTAL BILINGUAL PROGRAM STAFF *(See instructions)*

POSITION CATEGORY (a)	POSITIONS ASSIGNED TO PROJECT: NUMBER FULL TIME (b)	PART TIME: NUMBER (c)	PART TIME: FULL-TIME EQUIVALENT (d)	TOTAL FULL-TIME EQUIVALENT (Columns b + d) (e)
1. Administration/Supervision	1			1
2. Teacher				
a. Pre-kindergarten				
b. Kindergarten	1			1
c. Grades 1-6	12			12
d. Grades 7-12				
e. Other				
3. Specialists	1			1
4. Pupil Personnel Workers		1	.25	.25
5. Evaluators		1	.25	.25
6. Teacher Assistants, Teacher Aides	15			15
7. Community Liaisons	2			2
8. Clerical Personnel	1			1
9. All Other Personnel Independent Educational Accomplishment Auditor		1	.25	.25

REMARKS

Compton Bilingual Plan uses a Team Teaching strategy; each bilingual teacher works 1/2 day a.m. and p.m., with two regular staff teachers in a self contained classroom. All Classes are ethnically mixed.

Additional Staff Services to Bilingual Plan:

1. One resource teacher
2. One vice-principal
3. One school nurse
4. One school clerk

II. PROVISIONS AND ASSURANCES

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

PROGRAMS UNDER BILINGUAL EDUCATION ACT (Title VII, ESEA)
DEVELOPMENTAL GRANT APPLICATION
OR INITIAL PLAN
PROVISIONS AND ASSURANCES

THE APPLICANT HEREBY STATES AND GIVES ASSURANCE TO THE U.S. COMMISSIONER OF EDUCATION THAT:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant. (Attach a copy of substantiating documents);

2. The activities and services for which assistance is sought under Title VII will be administered by or under the supervision of the applicant;

3. In carrying out the program proposed in the application, the cultural and educational resources of the area to be served will be utilized.

4. Funds under Title VII will be so used to supplement State and local funds expended for such educational purposes and, to the extent practical, increase the fiscal effort that would in the absence of such funds be made by the applicant for such educational purposes;

5. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by, or pursuant to, the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under activity for which the applicant receives Federal financial assistance from the Department. (The assurance of compliance (HEW 441), or court order, or desegregation plan previously filed with the U. S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application);

6. The project will be operated in compliance with the Bilingual Education Act and with Regulations and other policies and administrative issuances by the Commissioner, including submission of such reports as may be required;

7. The project makes provisions for the participation of children enrolled in nonprofit private schools in the area to be served, to the extent consistent with the number of such children whose educational needs are of the type served by the project;

8. All equipment acquired under Title VII of the Act will be used for the purposes specified in the approved project proposal, and such equipment will be subject to the administrative control of the recipient local educational agency;

These provisions and assurances will apply to the Development Grant and all subsequent grants, if the application and subsequent continuation requests are approved by the U. S. Office of Education.

I, Alonzo A. Crim, do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto and hereby made a part of this application, are true and correct to the best of my knowledge and belief.

DATED: March 14, 1972

Compton Unified School District
(Legal name of applicant)

By:
(Signature of Authorized Representative)

Superintendent
(Representative's title)

III. COMPLIANCE

TITLE VI COMPLIANCE

The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-052) and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under activity for which the applicant received Federal financial assistance from the Department. (The assurance of compliance (HEW 441), or court order, or desegregation plan previously filed with the U. S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application).

IV. PREPARATION OF A PLAN NARRATIVE

IV A. REVIEW OF THIRD YEAR OF OPERATION

Pages 12 - 33

11a

REVIEW OF THIRD YEAR OF OPERATION - NARRATIVE REPORT

A. The major activity for the third year was the carrying out of the project's responsibility as written in its performance objectives for the third year of operation. Briefly these objectives in the cognitive domain were as follows:

   1. Mexican children, to whom Spanish is the mother tongue and who are recently arrived from Mexico, received classroom instruction in Spanish with the help of bilingual instructional aides.

   2. Mexican-American children born in the United States whose mother tongue is Spanish were given classroom instruction in Spanish, and both Spanish-language-dominant groups were given instruction in English concurrently taught primarily as an oral language by a colleague teacher in a team approach.

   3. Within the same multi-ethnic classroom the Black, Anglo and non-Spanish speaking Mexican-American students were taught Spanish as a second language primarily as an oral language to give them the opportunity to become functional bilinguals and to share the understanding and appreciation of the Hispanic culture in the Compton Unified School District, which can only be gained by learning its languages.

   The classroom application of these objectives was translated into the following strategies:

   1. Readiness training in Spanish (native language approach for native speakers and Spanish as a second language for native English speakers).

   2. Basic skills taught in Spanish comparable to conventional first, second and third grade instruction in English.

   3. Coordinate bilingual technique to transfer the basic skills in English as determined by student readiness pre and post-test results of the past two years and demonstrated conceptual performance by individual growth.

   4. A strong English as a second language program within a self-contained classroom.

   5. A strong Spanish as a second language program within a self-contained classroom.

   The objectives in the affective domain were the following:

   1. Active parents' participation in the educational process through curricular planning sessions with the Project Director.

2. Parent volunteers' assistance in the bilingual classrooms.

3. Opportunities provided to become functional bilinguals to both Spanish and English speakers and to share the understanding and appreciation of the Hispanic, Black and Anglo-Saxon cultures which can only be gained by learning experiences through the native language approach

4. A positive consciousness of the bilingual student's self-worth into a measurable reality.

5. A fulfillment of the Mexican-American educational essentials unique to this culturally different minority groups.

6. A general appreciation of language and cultural diversity where native English speakers and children of varied ethnic backgrounds within the same classroom will learn the poetic beauty and richness of the Spanish language and a respect for the Compton Hispanic community.

7. A fulfillment of President Kennedy's desire to offer all our citizens opportunities to become functional bilinguals, to enrich their intellectual development, to provide them with skills and insights to later serve in bilingual-bicultural communities, in business, in education, in government or in international affairs.

The third year of operation continued the bilingual kindergarten at district expense and demonstrated successfully a team teaching technique, with one English-speaking teacher called colleague and one Spanish-speaking teacher called bilingual in two first grades, two second grades and two third grades. This bilingual colleague team approach was the core instructional approach in multi-ethnic classrooms. The bilingual teachers (Title VII funded) worked alongside the colleague teacher one half day in the morning and the second half day in the afternoon with another colleague teacher in a different classroom. This gave coverage to two classes daily at the same grade level. The six Title VII classrooms utilized the native-language abilities of the Spanish-speaking children as the primary media of instruction comparable to conventional first, second or third grade instruction in English. The native English speaker was given Spanish as a second language program, while a strong English as a second language program was continually implemented as a leg of the bilingual concept. The attached diagrammatic representation illustrates the bilingual experimental classes including the current vertical expansion of the third grade for the 1971-72 plan.

A control group as part of the experimental design for the bilingual treatment and non-bilingual treatment was selected from the General Rosecrans Elementary School with students from the same general population and ethnic background. Also included from Jefferson Elementary School were additional

Diagrammatic Representation Compton's Bilingual Experimental Classes

Grade Level	Number of Classes	Mexican-American Spanish Surnamed Spanish Dominant	Spanish Surnamed-English Dominant	Black Students	Spanish	English
First Grade	2	30	8	18	30	26
Second Grade	2	30	8	18	30	26
Third Grade	2	30	8	18	30	26

first, second and third grade non-bilingual treatment classes with students from the same general population, for comparative purposes. In both the experimental and control classes there were also bilingual instructional teacher aides to assist the professional teachers in assuring that children understood the assignments and concepts regardless of the language used to convey the work.

In September and October of 1971, the control and experimental groups were given the Inter-American Series in Spanish and Compton Unified School District required English language tests.

All together, 454 children in 15 classes were tested. The following interim report of evaluation progress submitted by Dr. Carolyn Sterr, Project Internal Evaluator, indicates the extent of the pre-testing component.

All the first grade children received the Inter-American Test of General Ability in Spanish, the Inter-American Test of Oral Comprehension in Spanish, Part I of the Inter-American Test of Reading, in Spanish, and the Cooperative Reading and Mathematics Test, in English.

The second grade children received appropriate levels of the same tests, but received both Part I and Part II of the Reading Test. The third graders were given the same testing program as the second grade but also received the Short Form Test of Academic Ability in English.

In addition, one class at each grade level at Jefferson School was given the English Language Tests to provide a baseline for comparing children in the bilingual program with those in a regular class in the same school. These classes are designated the Comparison group.

In February 1972 a more rigorous and programmatic evaluation of the ongoing instructional process took place. Two thousand dollars was authorized for the following preparation of an observation instrument, payment of trained observers, and data processing assistance. This included the following services:

1. Four observations of each of 15 classes.
2. Ten two-person observations for reliability checks.
3. Development and duplication of observation protocols.
4. Writing reports and analysis of observation data.

The bilingual experimental treatment involved the following strategies:

1. Readiness training in Spanish.

2. Basic skills taught in Spanish comparable to conventional first, second and third grade instructional in English.

3. Coordinate bilingual technique to transfer the basic skills in English.

4. A strong English as a second language program and a Spanish as a second language program.

Description of Total Sample
(Fall 1971 Testing)

Group	Sex	Experimental (Jefferson)				Control (Rosecrans)				Comparison (Jefferson)			
		First	Second	Third	Total	First	Second	Third	Total	First	Second	Third	Total
Black													
English-	B	10	2	6	18	16	16	21	53	4	3	4	11
Only	G	3	9	6	18	16	13	13	42	2	3	6	11
Total		13	11	12	36	32	29	34	95	6	6	10	22
Anglo													
English-	B	0	0	0	0	3	2	2	7	0	0	1	1
Only	G	0	3	1	4	1	2	6	9	0	0	0	0
Total		0	3	1	4	4	4	8	16	0	0	1	1
Mexican-American													
English-	B	0	3	5	8	2	1	4	7	10	4	0	14
Only	G	2	2	0	4	6	1	2	9	9	7	0	16
Spanish-	B	10	4	3	17	6	0	2	8	0	0	0	0
Only	G	8	1	8	17	1	0	1	2	0	0	0	0
Bilingual	B	18	26	10	54	3	11	6	20	0	4	14	18
	G	8	14	20	42	7	18	10	35	0	4	5	9
Total		46	50	46	142	25	31	25	81	19	19	19	57
TOTAL		59	64	59	182	61	64	67	192	25	25	30	80

A. 2. Dr. Stern's Current Progress Report of Process Evaluation, January-February, 1972

I. Classroom Evaluation

Four observation periods* were completed in each of the 15 classes. In addition, the six experimental classes at Jefferson were observed simultaneously by two observers for one period, so as to obtain a measure of reliability. At Rosecrans, the control school, the Spanish-speaking observer was present during four periods with the ESL class. Thus there was a total of 70 observations, scheduled as follows:

	Jefferson School	Rosecrans School
Observer A: (Spanish)	1/19; 1/20; 1/21; 1/24; 1/25; 1/26; 1/27; 2/28	1/31; 2/1; 2/2
Observer B:	1/20; 1/21; 1/24	1/27; 1/28; 1/31

The instruments used in the observations include:

1. Process Evaluation for Bilingual-Bicultural Project;
2. Daily Schedule and Materials;
3. Whole Group Observations;
4. Small Group Observations; and
5. Observation Report of Teaching Style

Copies of these instruments are attached, together with a table summarizing the amount of data obtained with each.

II. Child's knowledge of the attitude toward own culture and feelings about school.

This instrument was developed specifically for this project and is being used for the first time. It was administered to 318 children (seven classes at Jefferson and five at Rosecrans). Two forms of forty items each were used. The list of items and the response forms (different forms were used for the first grade children) are also attached to this report.

---

*For observation assignments, each day was divided into four periods:
First period - arrival to morning recess;
Second period - morning recess to lunch;
Third period - after lunch to afternoon recess;
Fourth period - afternoon recess to dismissal.

Because of the scheduling of the school day, the clock time for the observation periods was not constant; however, each period consisted of at least one hour.

OBSERVATION REPORT OF TEACHING STYLE

Teacher:____________________ Site:_______________

Observer:____________________ Date:_______________

0 = Never
2 = Occasionally
4 = Constantly
1 = Infrequently
3 = Frequently

1. Makes physical contact with children: 1.__________

2. Responds to children as individuals: 2.__________

3. Allows children to select own play activities: 3.__________

4. Attempts to inculcate in the child respect for the ideas and/or property of others: 4.__________

5. Uses multisensory stimulation in teaching: 5.__________

6. Encourages the children to persevere in activities: 6.__________

7. Emphasize an analytic attitude in the examination and discussion of events, materials, objects: 7.__________

8. Uses variation in tone of voice, motion or gestures to express feelings: 8.__________

9. Provides logical reasons for requiring compliance to requests: 9.__________

10. Makes available and overtly encourages use of materials and equipment: 10.__________

For appropriate behavior:

11. Calls group attention to achievements: 11.__________
12. Praises child individually: 12.__________
13. Routine acceptance: 13.__________
14. Ignores: 14.__________

For inappropriate behavior:

15. Physical punishment: 15.__________
16. Isolation in or out of classroom: 16.__________
17. Moving child to other location: 17.__________
18. Group pressure, loss of privilege: 18.__________
19. Scolding, warning, threatening: 19.__________
20. Reasons, diverts attention: 20.__________

Summary of Observations, January-February, 1972
Jefferson and Rosecrans Schools
Compton Unified Schools
Compton, California

School	Grade	Class	Process Chart	Daily Schedule	Books & Materials	Whole Groups	Small Groups	Teacher Style	Total Units
1	1	1	2	2	1	4	4	3	4
1 1	1	2	2	1	1	4	5	5	5
1	1	3	3	3	2	5	4	5	5
1	2	1	3	1	1	4	0	3	4
1	2	2	3	2	1	5	3	5	5
1	2	3	3	2	2	5	6	3	5
1	3	1	2	1	1	4	5	3	4
1	3	2	3	2	2	5	2	3	5
1	3	3	3	2	2	5	6	5	5
2	1	1	2	1	2	2	4	3	4
2	1	2	2	2	2	4	0	2	4
2	2	1	2	1	2	4	1	3	4
2	2	2	2	1	2	4	1	3	4
2	3	1	2	1	2	4	1	3	4
2	3	2	2	1	2	4	1	2	4
2	ESL Class		1	1	0	4	0	2	4

Process Evaluation for Bilingual-Bicultural Project

Head Teacher__________ Bilingual Teacher__________ Date__________

School__________ Grade______ Room No.______ Observer__________

Number of children: Enrolled__________ Present__________

Daily Schedule:	Time Allotted	Activity	Language
First Period			
Second Period			
Third Period			
Fourth Period			

Description of General Classroom Environment:

Seating arrangements__________

Activity areas (special audio-visual opportunities, library table or corner, music, records [ethnic], books [culture-related], etc.)__________

Language used by adults:

	EO	PE	EES	PS	SO
HT Head Teacher					
BT Bilingual Teacher					
A1 Title I Aide					
A7 Title VII Aide					
OA Other Adult (Volunteer)					

EO=English Only
PE=Primarily English
EES=Equally Eng. & Spanish
PS=Primarily Spanish
SO=Spanish Only

Displays or Decorations

Special ethnic materials: News items, folk heroes, holidays, historical items,
Indigenous fruits, vegetables, animals,
Geographical scenes - Mexican cities, mountains, pyramids,

Other__________

Health and cleanliness charts (English___, Spanish___) Describe__________

Nutrition charts (English___ Spanish___) __________

Safety information (English___ Spanish___)__________

Children's art, compositions__________

Comments:

Was this a typical day______ Describe unscheduled events__________

Visitors__________ Volunteers__________ Number of adults actually involved with children______ Were regular teachers present____ Substitutes__________

Any new (non-English speaking) children added to class in past month__________

Other comments__________

SMALL GROUP OBSERVATION

School______________ Teacher 1 ______________ Observer______________

Date______________ Time Begun______________ Time Ended______________

Activity______________ Activity______________

Group 1:

Teacher______________

Child 1______________

Child 2______________

Child 3______________

Child 4______________

Child 5______________

Group 2:

Teacher______________

Child 1______________

Child 2______________

Child 3______________

Child 4______________

Child 5______________

RESPONSE STYLE

	Group 1						Group 2					
	T	1	2	3	4	5	T	1	2	3	4	5
Approval-Disapproval												
Outgoing-Withdrawn												
Attentive-Inattentive												
Cooperative-Uncooper.												
Enthosiastic-Unenthus.												
Aggressive-Disruptive												

:00	A	e							A	e						
		s								s						
:30	C	e							C	e						
		s								s						
:30	A	e							A	e						
		s								s						
1:00	C	e							C	e						
		s								s						
1:00	A	e							A	e						
		s								s						
1:30	C	e							C	e						
		s								s						
1:30	A	e							A	e						
		s								s						
2:00	C	e							C	e						
		s								s						
2:00	A	e							A	e						
		s								s						
2:30	C	e							C	e						
		s								s						
2:30	A	e							A	e						
		s								s						
3:00	C	e							C	e						
		s								s						
3:00	A	e							A	e						
		s								s						
3:30	C	e							C	e						
		s								s						
3:30	A	e							A	e						
		s								s						
4:00	C	e							C	e						
		s								s						
4:00	A	e							A	e						
		s								s						
4:30	C	e							C	e						
		s								s						
4:30	A	e							A	e						
		s								s						
5:00	C	e							C	e						
		s								s						

A. 3. Project Personnel and duties were as follows:

1. Coordinator (Project Director)

   a. Coordinate the overall direction of the project to meet the requirements and specifications set forth in the Bilingual Education Grant.

   b. Participate with the Federal Projects Officer, Internal Evaluator-Consultant, Independent Educational Accomplishment Audit Team and appropriate university, State and Federal Consultants, to plan, organize, and coordinate the project's scientific, technical and developmental activities.

   c. Prepare and present project Progress Reports and the Final Report.

   d. Monitor financial expenditures.

   e. Prepare oral and written reports of a professional nature for publication in professional, scientific or technical journals and general news media.

   f. Plan and develop continuation proposal.

   g. Select appropriate instructional materials.

   h. Conduct inservice training of teachers.

   i. Conduct and coordinate training of bilingual instructional aides.

   j. Coordinate, plan and supervise community-parent activities, including workshops for parents.

   k. Plan and conduct administrative meetings to meet the future perceived needs of the project.

   l. Monitor the internal project information system to obtain data for administrative decisions.

   m. Execute other duties as needed.

2. Bilingual Teachers (3)

   These three bilingual teachers instructed in Spanish, teaching a specially developed curriculum. Through inservice training the bilingual project teachers developed practical techniques for applying contrastive linguistic principles and findings in the classroom. The third year's inservice training included the understanding of the team approach using a colleague and bilingual team. The techniques of teaching Spanish as a second language and transgrouping through group processes into a functional bilingual classroom environment. The coordinate bilingual technique was explored as a language transfer tactic for either Spanish or English dominant speakers. Teacher-home visits and parent conferences were an integral part of this project from the first day of operation. The bilingual teachers were required to attend all Parent Advisory Council Meetings, PTA Meetings, and specially called community oriented meetings of problem area concerns. In addition to project obligations, these teachers attended all district and local school inservice training sessions.

3. Bilingual Teacher Aides (6)

These aides were chosen for the human quality of empathy for children as well as bilingual ability. These paid personnel always worked under the supervision of the teacher and other persons to whom they were assigned. The bilingual instructional aides gave help to the Spanish-speaking pupils in critical linguistic areas, actively involved their parents in the program, and sought volunteer support from the community. They attended PTA, Parent Advisory Council Meetings, and specially called community oriented meetings of problem area concerns. Each bilingual instructional aide attended Compton College for inservice training and paraprofessional development. The aides also provided ethnic models with which the children could identify. As assistants to the teachers they were utilized to provide instruction in Spanish as a second language to English speaking students under direct teacher supervision. Second language instruction given by the aides working with small groups of students or individual pupils resulted in developing the listening and speaking skills of those served. The paraprofessionals reinforced specific oral patterns in either language which the teacher had just taught and also reinforced the reading and writing skills through the use of programmed materials. The paraprofessionsl brought a wealth of language experiences in Spanish which included songs, stories and local folklore from their own early childhood. The services of another adult with whom the children could communicate in either Spanish or English made bilingual curriculum development an innovative experience.

The following represent some of the paraprofessional services given by the aides (see course outline in appendices):

a. Clerical Assistance

Recorded pupil information on the California Cumulative Record at the direction of the supervising teacher or school personnel.

b. Assistance with Instructional Materials

Kept equipment and materials ready for use, passed out and returned instructional materials, operated audio-vidual and audio-lingual equipment, prepared charts and other visual aids, set up and dismantled demonstrations and bulletin boards, mounted pictures for classroom picture file, and made instructional materials as directed by the supervising team.

4. Community Aides (2)

These aides worked from the school outward into the Black and Mexican-American (Chicano) community to ensure that no communications gap developed between school and community. The community aides made many home calls to inform parents of the program, educational needs of their children, and the urgent need for their active participation. Part of the overall responsibility of the community aides was to carry out the many details of inviting the Jefferson School multi-ethnic community to actively participate and attend the organizational and Advisory Council meetings.

5. Project Clerk

A bilingual and qualified Clerk Typist III, who carried out the secretarial responsibilities in Spanish and English, followed the critical framework for planning and development of the Title VII project where bilingual secretarial services are required in a management information system. In addition, she prepared and reproduced bilingual instructional materials at the Coordinator's direction.

6. Internal Evaluator-Consultant (Dr. Carolyn Stern, UCLA, Early Childhood Reserach and Development Office)

Advised the Coordinator on the use of evaluative techniques and instruments needed to plan and carry out the evaluation design. The Internal Evaluator-Consultant gave numerous hours of valuable consultant time to place the project into alignment with its evaluative design and a programmatic evaluation of the ongoing instructional process. The Internal Evaluator-Consultant applied statistical analysis techniques and other evaluative techniques to project test data for measurement and growth gains.

7. Project Auditor (Dr. Jose Martinez, California State College at Long Beach)

Dr. Martinez verified the results of the project evaluation and assessed the appropriateness of the evaluation procedures.

8. Subcoordinator - Estatal del IFCM, Ensenada, Baja California, Mexico (Professor Ignacio Cervantes Espinoza) (Volunteer)

   Professor Espinoza contributed many hours of time, weekends, to discuss educational theory, methods and techniques in instructing in Spanish.

9. Mr. Jesse Jose de Leon, Art Teacher, Dominguez Senior High School.

   This teacher contributed many extra hours of his time to develop and protray the creative expression in mural form of the Mexican-American heritage for a Cinco de Mayo celebration 1972 at Jefferson Elementary School.

10. Parent Volunteers

   These volunteers contributed many hours of time assisting the bilingual teachers in the classrooms. Special commemorative fiestas, national holidays and cultural activities were presented to the project students by these volunteer parents.

The following activities reflect the 1971-72 involvement of this project in the inservice training and community awareness areas:

1. Inservice training sessions given to six colleague teachers.
2. Inservice training sessions given to four bilingual teachers.
3. Inservice training sessions given to eight Title VII aides, nine Title I aides and 20 community volunteer aides.
4. Direction to young Mexican-American college-age students in setting up a community child care center.
5. Innovative community strategies in trans-ethnic and trans-racial communications.

This project generated a massive thrust toward parent and community involvement. As part of the social action program of this project, parents on the Advisory Council participated in making curricular desicions for the education of their children. Seminar discussions were held at Compton College to sharpen the awareness of the community's impact upon a bilingual-bicultural educational program. Several local newspaper articles in English and Spanish reflected the community's awareness of educational change an Channel 34 (Spanish language TV) presented the Mexican-American mural typing together the community and school with cultural inspiration for human dignity.

Today we hear the following parent and community comments: a Black parent who is most pleased that her son is learning Spanish; an Anglo parent who is worried that her daughter will not be permitted to continue her Spanish language studies in the fourth grade, and from the minutes of the Title VII Parent Advisory Council statements that their children in the lower grades can read better in English and Spanish than older siblings. "Los Padres de familia informaron que se estan dando cuenta que sus ninos, los que estan en el programa bilingue, saben leer mejor tanto en ingles como en espanol, que sus otros ninos que no estan en dicho programa bilingue, a pesar que estos ultimos estan en grados mas altos". In conclusion, this project has exhibited responsible professional guidance in developing and fulfilling performance objectives in both cognitive and affective domain.

The bilingual concept, using the native language approach first and developing functional bilinguals of mixed ethnic backgrounds in the same classrooms through teaming dual language instruction, has been very successful within the six experimental classroom environments and practical within the multi-ethnic Compton community. Those who are fortunate to live in a multi-lingual and multi-cultural community now have an appreciation of the Mexican-American culture and the educational services of the Compton Unified School District. The Compton Bilingual Plan is a sound policy. The children are taught in the language of the home and their school friends are invited to participate in this experience. Children are becoming functional bilinguals in a community which values multi-cultural experiences as a treasure. Furthermore, the parents of the children in these experimental classes are now in a better position to understand one another through their children's linguistic experiences at school, and to provide important support for the educational direction of their children in the Compton Unified School District.

A. 4. **New Vocabulary Developed** by the Compton Bilingual Project for Lexical Reference

a. Coordinate bilingual technique: the use of two languages simultaneously at equal difficulty level to demonstrate conceptual performance and understanding by individual students.

b. Trans-grouping: the placement of a native speaker into a second-language heterogeneous or homogeneous group to receive comparable basic skill instruction in the second language. This placement takes place upon successful student behavioral performance as demonstrated by the natural method of language acquisition of one child learning a second language from another in a natural and easy manner.

c. Colleague teacher (team): in a bilingual team approach, she is the English-dominant teacher who works primarily in native English-language instruction. However, through inservice training and native Spanish-language instructional exposure, she may exchange roles with the Spanish-speaking teacher for Spanish-as-a-second-language instruction as well as English-as-a-second-language instruction for whole class activities.

d. Bilingual teacher (team): in a bilingual team approach, she is the Spanish-language-dominant teacher who works primarily in native Spanish-language instruction. However, as a trained English-as-a second-language teacher she teaches a strong ESL leg of the bilingual program and may exchange roles with the colleague teacher for ESL training in pattern drills for whole class activities as well as Spanish-as-a-second-language instruction.

e. Bilingual instructional aide: a functional bilingual (Spanish and English) literate adult who can serve as a linguistic model and work with pupils of varied ethnic backgrounds in English as a first or second language and Spanish as a first or second language. The functional bilingual literate ability of the aide will enable her to work with small groups of students or individual pupils in helping to develop their listening and speaking skills,as well as reading and writing skills, in dual language instruction through coordinate bilingual teaching and ultimate trans-grouping.

f. Bilingual-multicultural classroom (Title VII): a self-contained classroom of children of varied ethnic backgrounds with different language preferences at grade-level entry (Spanish vs. English). A treatment by group design in which analysis will permit the assessment of the effects of two independent variables (language of instruction and cultural relevance of the curriculum) on groups of children from different ethnic backgrounds.

In the third year of this project the following Title VII services were given:

a. Direction to the Moctezuma Plan (Montessori teaching strategy) for active parent involvement in the educational process of their children (non-Title VII - Compton Unified School District's innovative incentive program).

b. Participation in the Comité Cívico Patriótico General Ignacio Zaragoza for Compton Community Service.

c. Exchange services to the Mexican-American Cultural Center of Compton.

d. Curricular material and services given to Capt. Manuel Correa, member of the CUSD Board of Trustees, for his presentation before a special meeting of Board of Trustees members of Mexican-American origin in San Francisco, California.

e. Program development help given to the Lynwood Unified School District and Long Beach Unified School District.

f. Participation of Project Director in an evaluation seminar in San Diego, California: theme - "The Role of the Community in the Bilingual Program".

g. Project Director collaborated with Director Professor Ignacio Cervantes Espinosa of Ensenada, México, to develop professional expertise in "La Técnica de Educación".

The following teachers served as bilingual teachers for the 1971-72 school year:

a. Kindergarten - bilingual teacher - District-funded - Miss Eleanor Franquez

b. First Grade - bilingual teacher - Title VII - Mrs. Lucille Gallegos

c. Second Grade - bilingual teacher - Title VII - Miss Carolyn Nelson

d. Third Grade - bilingual teacher - Title VII - Mr. Frederick Castro

The following teachers served as colleague teachers teaming with the bilingual teacher for the 1971-72 school year (District-funded):

a. First Grade - Mrs. Sonya Spates
Mrs. Alma Landsberger

b. Second Grade - Mrs. Moroline Batts
Mrs. Bernardina Mayor
for Mrs. Loy Spizer (on leave)

c. Third Grade - Miss Phyllis Williams
Mrs. Flora Baliling

The following served as Bilingual Instructional Aides, funded under Title VII:

a. First Grade - Mrs. Lucy Martínez
Mrs. Ophelia Thomas

b. Second Grade - Miss Maria Badillo
Mrs. Gloria Franco

c. Third Grade - Mrs. Angelita Ramirez
Mrs. Delia Adame

d. Community Aides - Mrs. Marie Chavez
Mrs. Teresa Varnardo

The following Title I Bilingual Spanish- and English-speaking Instructional Aides at Jefferson School attended the Title VII Compton College Bilingual Education Inservice Training Course.

a. Mrs. Eva Esquivel

b. Mrs. Mary López

c. Mrs. Mary Naranjo

d. Mrs. Rita Durán

e. Mrs. Patricia Ponce

f. Mrs. Lydia García

g. Mrs. Esperanza López

h. Mrs. Elsie Arias

i. Miss Connie García

*The following Bilingual Instructional Aides also received special **inservice** training funded under Title VII:

a. Mrs. Juanita Díaz

b. Mrs. Stella Ortíz

Mrs. Macedonia Ponce, Community Worker, Manpower Services Assistant II, Human Resources Development Center, State of California. Mrs. Ponce took three semesters of inservice training with Title VII and Title I Bilingual instructional aides.

* These aides served the innovative incentive program (see Appendices) Moctezuma Plan funded with LEA and Title I cooperative resources for active parent participation.

A.5. INSERVICE TRAINING OF TEACHERS (Colleague and Bilingual Team)

The four bilingual teachers --- one kindergarten bilingual teacher, District funded, *initiator of the Moctezuma Plan; one bilingual 1st grade teacher, Title VII-funded; one bilingual 2nd grade teacher, Title VII-funded; one bilingual 3rd grade teacher, Title VII-funded --- met weekly for two hours of inservice training. Inservice training course for teachers is listed in the appendices of this proposal. The teachers became familiar with team teaching techniques and originated the concept of bilingual-colleague teacher staffing. The main thrust of the inservice meeting dealt with the "Método Ecléctico" y "La Técnica de la Enseñanza". A bilingual focus was pinpointed on the following:

1. Simple group activities in Spanish and English.
2. Intermediate group activities in Spanish and English.
3. Complex group activities in Spanish and English.
4. Assessment of bilingual group composition.
5. Establishment of record systems.
6. Whole class activities.

All para-professional staff received weekly two-hour sessions at Compton College (see course outline in appendices). All ESEA Title VII bilingual instructional aides who serve the children are from the Jefferson School Community. The focus of their inservice training dealt with the Spanish language used in the home. Since the language used in the home was mainly aimed at controlling behavior rather than exploring, describing, or instructing, the project children would show deficiencies in their native tongue. The paraprofessionals were given inservice sessions on the techniques of instructing in Spanish and developing native language abilities comparable to English language abilities.

The colleague teacher (regular home room staff) worked entirely in English with the whole class, Spanish speaking and English-speaking students combined, in the following areas during the 1/2-day period the bilingual teacher was not there.

1. Social Studies
2. Arithmetic
3. Science
4. Art, Health, Music and P.E.

---

* See appendices - Moctezuma Plan, Parent Participation, Bilingual Direction

Each colleague teacher had a Title I bilingual instructional aide full day to assist the Spanish-speaking youngster in need of translation help. This bilingual aide also worked with the native English speaker in his own language as either a tutor or a group leader under the direct supervision of the regular classroom teacher. Several of the bilingual instructional aides funded under Title I voluntarily registered for the Title VII Compton College Inservice Training Course at their own expense. The bilingual instructional aide was trained to serve as a linguistic model for the monolingual Spanish-speaking or English-speaking youngsters. In this way the children would see the benefits of bilingualism and the ease of acquiring this skill.

The bilingual teacher in a colleague teacher team environment provided group activities for children of varied speech backgrounds. For bilingual treatment the children are not grouped in activities by ethnic background but are mixed heterogeneously and ethnically to provide maximum language opportunities in either Spanish or English for the entire class.

IV B. COMPTON BILINGUAL PLAN FOURTH YEAR

Pages 34 - 49

B. COMPTON BILINGUAL PLAN, FOURTH YEAR

The vertical expansion to the fourth grade will be modeled directly after the third year program. (See Compton Bilingual Education Experimental Design third year and attached diagramatic representation appendices). Preparations (see attached diagramatic representations) are being developed for September 1972 processing to implement the ESEA Title VII Bilingual Design through a K thru 6 sequence. This tracking of a K thru 6 program on a colleague bilingual-team arrangement would fulfill one of the "Long Range Program Goals" of the original 1969-70 proposal one year ahead of schedule. This would also develop Thomas Jefferson School into the first bilingual-bicultural school in the State of California.

Classroom application of the Long Range Program Goals and Immediate Goals into bilingual classroom strategies and tactics will be as follows:

1. Coordinate bilingual readiness training in Spanish and English for all Title VII classes during the first school period (approximately six weeks.)

2. Basic skills taught in Spanish comparable to conventional second, third and fourth grade instruction in English.

3. Coordinate bilingual technique to transfer the basic skills in English or Spanish as determined by student readiness, pre and post test results of the past three years and demonstrated conceptual performance in either Spanish or English by individual student growth.

4. The bilingual colleague team teachers will give equal time for both languages.

5. A strong Spanish-as-a-second language program as well as a strong English-as-a-second language program will be implemented in a team relationship.

STAFFING COMPTON BILINGUAL PLAN - FOURTH YEAR - KEY PERSONNEL TO BE FUNDED UNDER TITLE VII

Project Director - Dr. Frank M. Goodman, 3 years experience in project

Project Professional Teachers - Mrs. Lucille Gallegos, 3 years experience in project
Miss Carolyn Nelson, 1 year experience in project
Mr. Fred Castro, 2 years experience in project

Project Bilingual Secretary - Mrs. Josefina Corpus - Senior Clerk Typist
3 years experience in project

Project Paraprofessional Staff - Mrs. Lucy Martinez, 3 years experience in project
Mrs. Ophelia Thomas, 3 years experience in project
Mrs. Gloria Franco, 3 years experience in project
Miss Maria Badillo, 3 years experience in project
Mrs. Angelita Ramirez, 3 years experience in project
Mrs. Delia Adame, 3 years experience in project

Project Community Aides - Mrs. Marie Chavez, 3 years experience in project
Proposed position - Mrs. Teresa Varnado
1/2 year experience in project (currently on maternity leave)

- -

Contracted Services - Project Internal Evaluator - Dr. Carolyn Stern

Project Auditor - Mr. Jose Martinez

Proposed specialized "expert" cultural services (music, dance, art) to be named

AGREEMENT FOR CONSULTANT SERVICES

CONTRACT NO. ______

THIS AGREEMENT is made and entered into this ________ day of __________ between Jose Martinez hereinafter called CONSULTANT, and COMPTON UNIFIED SCHOOL DISTRICT, hereinafter called DISTRICT, subject to United States Office of Education approval.

WITNESSETH:

WHEREAS, CONSULTANT is especially trained and experienced and compentent to perform the special consultant services pursuant to this Agreement, the parties hereto agree as follows:

1. SERVICES TO BE RENDERED BY CONSULTANT

CONSULTANT agrees to perform the following work for DISTRICT at times and places designated by him and mutually acceptable to DISTRICT and other consultants, and to complete said work on of before June 30, 1973.

As Project Auditor, he will:

a) Review the Bilingual Project Proposal in relationship to the Office of Education Program Guidelines and report these findings to the Project Manager before October 1, 1972.

b) Submit a Pre-Audit Report and critique of the Evaluation Design of the Bilingual Project to the Project Manager, Project Evaluator and Office of Education before October 1, 1972.

c) Submit to the Project Director an Implementation Audit Report on pre-testing and baseline data gathering including an assessment on the evaluative processes before November 15, 1972.

d) Upon receipt of the March 1973 evaluation report from the Project Internal Evaluator, the Project Auditor will present his interim audit report to the Project Director by March 15, 1973.

e) Upon receipt of the final evaluation report before August 1, 1973, the Project Auditor will present his final audit report to the Project Director within two weeks.

f) Visit on a monthly basis the Project site to review evaluation procedures, operating program activities, spot checking of written tests, questionnaires, interview sheets, rating sheets, and exit interview with staff will report his findings to the Project Director within one week after visit.

2. CONSULTANT DATES

The following consultant dates have been agreed upon and are subject to change only by prior and/or mutual agreement between the parties:

Ten days--one day per school month for on-site visit. Five days--in addition to the on-site visits for review and critique of evaluative instruments and project reports on the following time basis: one day, October, 1972; one day, November, 1972; one day, January, 1973; one day, March, 1973; and one day, May, 1973.

3. PAYMENT

DISTRICT agrees to pay CONSULTANT the sum of $2,000 for the aforementioned work. Such payment shall be in four parts - $250 upon receipt and completion of the Pre-Audit Report in October, 1972; $250 upon receipt and completion of the Implementation Audit Report in November, 1972; $250 upon receipt and completion of the Interim Audit Report in March, 1973; and $1,250 within thirty (30) days upon receipt and completion of the final Audit Report in June, 1973, unless otherwise agreed upon between the parties, and upon submission of an invoice in triplicate on a form acceptalbe to the DISTRICT.

4. EXPENSES

CONSULTANT shall assume all expenses, including but not limited to travel expenses, incurred by him in connection with performance hereunder.

5. HOLD HARMLESS AGREEMENT

CONSULTANT agrees to hold harmless and to indemnify DISTRICT from every claim, demand or liability which may be made by reason of:

a) Any injury to person or property sustained by CONSULTANT or by any person, firm or corporation employed directly or indirectly by CONSULTANT upon or in connection with the work called for in this Agreement, however caused.

b) Any injury to person or property sustained by any person, firm or corporation caused by any act, neglect, default, or omission of CONSULTANT upon or in connection with the work covered by this Agreement, whether the said injury or damage occurs upon or adjacent to the work. CONSULTANT, at his own expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against DISTRICT on any such claim or demand, and pay or satisfy any judgement that may be rendered against DISTRICT in any action, suit, or legal proceedings or result thereof.

6. INCORPORATION OF GRANT TERMS AND UNITED STATES OFFICE OF EDUCATION REQULATIONS

The grant terms and conditions of Grant No. OEG-0-9-140229-4156 between the Compton Unified School District and the United States Office of Education and the Manual for Project Applicants and Grantees, April 20, 1971, as well as the provisions of the project proposal for the Compton Bilingual Education Plan - project number 97-00229 as amended, are by reference incorporated and therewith made a part of this contract.

7. EFFECTIVE DATE OF CONTRACT

This contract is not valid until it has been approved in writing by the United States Office of Education.

8. ASSIGNMENT

Neither party shall assign this Agreement or any part thereof without the written consent of the other party.

CONSULTANT

GOVERNING BOARD OF THE COMPTON UNIFIED SCHOOL DISTRICT

Jose Martinez

Authorized Agent

Assistant Superintendent
Educational Services

Director, Federal/State Projects

Project Title ESEA, Title VII BILINGUAL

Project No. OEG-0-9-140229-4156

Requested by:

Project Manager

Approved by:

APPROVED AS TO FORM:
John D. Maharg
County Counsel

Assistant Director
Federal/State Projects

RESUME

Mr. Jose Martinez, Proposed Educational Auditor for the Bilingual Education Program.

EDUCATION:

Completing doctoral work at USC in Educational Psychology and Elementary Education.

BA in Education and MA in School Administration and Elementary Education.

TEACHING EXPERIENCE:

Taught one room classroom special classes for the mentally gifted.

Taught remedial classes grades one through nine.

Currently Professor of Teacher-training at California State College at Long Beach.

CONSULTANT SERVICES:

Consultant for Teacher Education, elementary through secondary schools, including curriculum development and upgrading of inservice training for the Dominican Republic, 1966-1969.

Constructed and field tested achievement tests for the secondary schools of the Dominican Republic, 1966-1969.

Set norms for mental ability tests for the Dominican Republic, 1966-1969.

Served as Evaluator of the ESEA, Title I Project for the Compton City Schools, 1969-1970.

PUBLICATIONS:

Reviews written for Childhood Education, 1970.

Following articles written for the California Association for the Gifted:
"Accountability for the Mentally Gifted"
"Education for the Mentally Gifted, What Should It Be?"

Professional article on "Education of the Culturally Different and Mentally Gifted" published in the Conference Proceedings for the Eighth Annual Conference for the California Association for the Mentally Gifted, 1970.

ADDITIONAL PROFESSIONAL SERVICES:

College Advisor in charge of off-campus teacher training school for the Santa Ana Unified School District.

AGREEMENT FOR CONSULTANT SERVICES

INTERNAL EVALUATOR

AGREEMENT FOR CONSULTANT SERVICES

CONTRACT NO. ________

THIS AGREEMENT is made and entered into this ________ day of ___________ between Dr. Carolyn Stern hereinafter called CONSULTANT, and COMPTON UNIFIED SCHOOL DISTRICT, hereinafter called DISTRICT.

WITNESSETH:

WHEREAS, CONSULTANT is especially trained and experienced and competent to perform the special consultant services pursuant to this Agreement, the parties hereto agree as follows:

1. SERVICES TO BE RENDERED BY CONSULTANT

CONSULTANT agrees to perform the following work for DISTRICT at times and places designed by him and mutually acceptable to DISTRICT and other consultants, and to complete said work on or before June 30, 1973. As Project Evaluator, she will:

a) Review and critique the evaluative design of the Bilingual Education Project, and report her findings and recommendations to the Project Manager in a narrative report due by September, 1972.

b) Recommend and develop appropriate grade level cognitive performance objectives for the three project experiemental classes and review on a monthly basis the implementation of the objectives with the Project Manager. A written report along with the revised cognitive performance objectives will be submitted to the Project Manager in October, 1972 and May, 1973.

c) Review and recommend appropriate instruments to carry out the evaluation desing of the project and will submit a report of her professional recommendations to the Project Manager in September, 1972 and May, 1972.

d) Review the testing procedures to be employed and will meet with appropriate LEA Guidance Department and Research Development Administrators to give her recommendations and suggestions for the inservice training of the project staff members who will do the testing. These professional conferences with the LEA will be held in October, 1972 and April, 1973.

e) Meet on a monthly basis with the Project Manager to monitor the ongoing progress of all program components. A project component check off list indicating satisfactory or deficient will be submitted to the Project Manager at the end of each meeting.

f) Review and recommend appropriate inservice staff training for three project teachers, six instructional bilingual aides, one community aide and Project Manager based upon the ongoing progress of the bilingual plan and her professional judgement. This will be done on a quarterly "on site" one-half day visit to the three project classes as follows:

October, 1972; January, 1973; March, 1973 and May, 1973

A written report with recommendations incorporating the LEA professional auxiliary services to carry out staff in rvice training will be submitted to the Project Manager within two weeks after each "on site" quarterly visit. Incorporated in this report will be professional recommendations to correct project deficiencies encountered through "on site" visits.

g) Provide the services for systematic method of evaluating the educational process af the Title VII Bilingual Project to include the following:

1) Development of instrumentation for evaluating affective change component which includes both children and teachers.

2) Cost and services of computer for processing data.

3) Written report including the teaching process component to be incorporated in the final evaluation report.

h) Prepare the project data presentation of the year, programmatic process data and evaluation report using statistical analysis treatment and appropriate interpretation. This will be due August 1, 1973.

CONSULTANT, as an independent contractor, agrees to carry Workmen's Compensation Insurance on anyone in her employ.

While performing the services herein, CONSULTANT is an independent contractor and not an officer, agent or employee of DISTRICT.

2. CONSULTANT DATES

The following consultant dates have been agreed upon and are subject to change only by prior and/or mutual agreement between the parties:

Not to exceed twenty days during the period of September 15, 1972 through June 30, 1973.

3. PAYMENT

DISTRICT agrees to pay CONSULTANT the sum of $5,000 for the aforementioned work. Payment shall be made in two party:$2,500 to be paid in December, 1972 and final payment of $2,500 within thirty (30) days after the completion and acceptance of the work, as listed in items b, c, d, e, f, g, and h, or under "services to be rendered by CONSULTANT", unless otherwise agreed upon between the parties, and upon submission of an invoice in triplicate on a form acceptable to DISTRICT.

4. EXPENSES

CONSULTANT shall assume all expenses, including but not limited to travel expenses, incurred by him in connection with performance hereunder.

5. HOLD HARMLESS AGREEMENT

CONSULTANT agrees to hold harmless and to indemnify DISTRICT from every claim, demand or liability which may be made by reason of:

a) Any injury to person or property sustained by CONSULTANT or by any person, firm or corporation employed directly or indirectly by CONSULTANT upon or in connection with the work called for in the Agreement, however caused.

b) Any injury to person or property sustained by any person, firm or corporation caused by any act, neglect, default, or omission of CONSULTANT upon or in connection with the work covered by this Agreement, whether the said injury or damage occurs upon or adjacent to the work. CONSULTANT, at his own expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against DISTRICT on any such claim or demand, and pay or satisfy any judgement that may be rendered against DISTRICT in any action, suit, or legal proceedings or result thereof.

6. INCORPORATION OF GRANT TERMS AND UNITED STATES OFFICE OF EDUCATION REGULATIONS.

The Grant terms and conditions of Grant No. OEG-0-9-140229-4156 between the Compton Unified School District and the United States Office of Education and the Manual for Project Applicants and Grantees, April 20, 1971, as well as the provisions of the project proposal for the Compton Bilingual Education Plan - project number 97-00229 as amended, are by reference incorporated and therewith made a part of this contract.

7. EFFECTIVE DATE OF CONTRACT

This contract is not valid until it has been approved in writing by the United States Office of Education.

8. ASSIGNMENT

Neither party shall assign this Agreement or any part thereof without the written consent of the other party.

CONSULTANT

Dr. Carolyn Stern

Assistant Superintendent
Educational Services

Project Title Title VII Bilingual

APPROVED AS TO FORM:
John D. Maharg
County Counsel

GOVERNING BOARD OF THE COMPTON UNIFIED SCHOOL DISTRICT

Authorized Agent

Director, Federal/State Projects

Project No. ______

Requested by:

Project Manager

Approved by:

Assistant Director
Federal/State Projects

VITA

Carolyn Stern
Early Childhood Research Center
University of California, Los Angeles
1063 Gayley Avenue
Los Angeles, California 90024
213-825-4051

Ed. D. (Educational Psychology)
University of California, LA, 1964

BA (Psychology)
University of Buffalo, 1936

Research Administration

Director, Early Childhood Reserach Center, September, 1966 to present.

Director, Special Project for OEO No. 4139: *Comparative Effectiveness of Echoic Modeling Procedures in Language Instruction with Culturally Disadvantaged Children*, Summber, 1967.

Problem Solving Project, Southwest Regional Laboratory, May, 1966 to November, 1967.

Project Director, University of California, Los Angeles, *Research and Development Center for the Evaluation of Instructional Programs*, November, 1966 to June, 1968.

Director and Co-Principal Investigator, USOE Project No. 5-85-045: *Instruction of Socioeconomically Disadvantaged Preschool Children*, June 1965 to June 1970.

Co-Principal Investigator, USOE Project No. 6-111: *The Value of the Spoken Response in Teaching Listening Skills to Young Children Through Programmed Instruction*, January 1966 to December 1968.

Director and Co-Principal Investigator, USOE Cooperative Research Project No. 2477: *Children's Use of Knowledge of Results in Thinking*, February 1964 t to July 1965.

Director, USOE Cooperative Research Project No. 1684: *Transfer Through Verbal Cueing in Concept Identification*, March 1962 to February 1964.

Reserach Assistant, USOE Cooperative Research Project No. 1090: *Abilities of First Grade Pupils to Learn Mathematics in Terms of Algebraic Structures*, July 1961 to Debember 1961.

DISSEMINATION

32 Publications in professional journals
43 Technical reports
28 Presentations at professional meetings
49 Invitational conferences

CONSULTANT ASSIGNMENTS

U.S. Office of Education, Office of Program, Planning, and Evaluation, Washington, D,C, R.F.P. Review panel. Experimental evaluation of incentive procedures, June 1971.

U.S. Office of Child Development, Washington, D,C, Member of panel convened to determine final test battery for Head Start Planned Variations. April, 1971.

University of North Carolina, Frank Porter Graham Child Development Center. Child development research projections for the 70's. February, 1971.

Institute for Interdisciplinary Studies, Minneapolis, Minnesota. Establishing criteria for quality day care. January 1971.

Kedren Community Mental Health Center. Child Advocacy Proposal for DHEW and NIMH, Los Angeles, California, December 1970.

Bureau of Compensatory Preschool Education, California Department of Education, Sacramento, California. Construction of a model for evaluating preschool programs. June 1970.

Child Development/Day Care Resources Project, New York, New York. Handbook of Curriculum Programs for Early Childhood. October, 1970.

System Development Corporation, Santa Monica, California. Chief Consultant for analysis of Head Start data. 1970-71.

Compton Unified School District, Compton, California. Project Evaluator, Title I Bilingual Project. 1969-71.

HEW-OE Institute on Independent Educational Accomplishment Auditing (Participant). Newport Beach, California November, 1969.

Stanford Reserach Institute, Menlo Park , California. Field Supervisor, Follow Through Evaluation, 1969-70.

Pacific Oaks College, Pasadena, California and Project Head Start Regional Office, San Francisco, California. Field test of a Pilot Film for a Head Start House Program. July 1969.

University of Hawaii, Center for Research in Early Childhood. Pilot test of an instrument to measure motivation. June 1969.

U.S. Department of Forestry, Riverside, California. Development of an evaluation instrument for the Riverside Head Start Fire Prevention Program. 1968-69.

South Central RegionalLaboratory, Little Rock, Arkansas. Site review committee. November, 1968.

LONG RANGE PROGRAM GOALS

A bilingual youngster, fluent in Spanish and English, achieving at his "potential" and proud of his Latin heritage within the American society.

1. To produce a bilingual primary education program for Spanish-speaking American children of Mexican or Latin American heritage and non-Spanish-speaking children of varied ethnic backgrounds entering the Compton Unified School District.

2. To produce a high degree of teacher competency in:

   a. Learning the nature of bilingual schooling and to communicate what has been learned.

   b. Developing the skills of experimenting, measuring and evaluating.

   c. Carrying out creativeness, imagination and resourcefulness.

   d. Teaching in a bilingual-colleague team environment.

   e. Teaching cultural sensitivity in a bilingual-bicultural classroom.

   f. Learning the knowledge of the structures of both languages of instruction.

   g. Learning the inevitability of dialect variations in all living languages.

   h. Understanding and acceptance of all cultures represented in the Compton community.

   i. Learning the nature of language preservation shift and its effects upon the societal domain.

3. To produce a bilingual literate youngster, either native English-speaking or Spanish-speaking functional in using Spanish and English, achieving at his "potential" and proud of his Latin heritage within the American anglo-culture.

4. To introduce the children first to the dimensions of their own culture, moving forward toward the understanding of a multi-ethnic culture.

5. To have the child achieve, from the perspective of another culture, a deeper understanding of oneself, one's nation and history.

6. To produce, through the medium of English, using project-developed coordinate bilingual techniques, a rich intercultural child-centered classroom environment of multi-ethnic experiences.

7. To produce a State-adopted curriculum which will show the contribution of Americans of Mexican and Latin American heritage to the overall pluralistic cultural heritage of the United States.

8. To change the educational system from the "melting pot" toward cultural democracy.

9. To make the Compton Unified School System a national model for bilingual-bicultural education.

IMMEDIATE GOALS - 4th YEAR

To expand vertically from the established bilingual kindergarten, first grade, second grade and third grade, to a bilingual fourth grade within the nature of bilingual-bicultural, trans-ethnic schooling with provisions for auxiliary services for continual successes.

Activities

1. To produce, within the original five-year long-range goals (1969-74) in the fourth year within the treatment group, functional bilingual literacy in Spanish and English.

2. To all participants, non-Spanish-speaking and Spanish-speaking, a functional bilingual command of both languages with grade-level-or-above literacy in English for the Spanish-speaking and a limited literacy in Spanish for the English-speaking.

3. To determine and develop functional bilingualism for the English-speaking multi-ethnic background participants through formalized audi-lingual testing.

4. To continue to develop a readiness training in English and Spanish for all participants receiving the bilingual multi-cultural treatment.

5. To teach the basic skills in Spanish to the native Spanish speaker with limited or no English language command, comparable to conventional 2nd, 3rd and 4th grade instruction in English.

6. To give an equal opportunity to the Black, White and Chicano native English speakers to become functional bilinguals and to share the understanding and appreciation of the minority Hispanic culture in the Compton Unified School District which can only be gained by learning its language.

7. To insure that instruction in either Spanish or English follow identical patterns and be tailored for small groups or individuals.

8. To insure that "Método Ecléctico" y "La Técnica de la Ensenañza" in Spanish be authentic native language, and materials used for instruction in Spanish be that of a native speaker and an accomplished writer.

9. To encourage the preservation of the unique Compton "Chicano" heritage with community-developed materials to reinforce the local popular culture. This may be considered a cultural renaissance or "Golden Age" of cultural expression.

10. To teach music, art, drama, and literature in Spanish and English for experiencing the culture of a multi-ethnic people.

11. To teach the fundamentals of transracial communication to remove the prejudices which stand in the way of understanding one another from different ethnic backgrounds.

12. To teach the English-dominant-speaking and Spanish-dominant-speaking participants the nature of language as a learned and shared system of arbitrary vocal or written symbols with which people communicate, the role of language in expressing and reflecting culture--that is, the thoughts, feelings, behavior and values of a group of people living together in the Compton multiethnic community.

13. To develop and implement a cadre of parent volunteers to serve in the actual educational process of the project participants.

14. To undertake these tasks in a manner consistent with better pedagogical practices used in Spanish-speaking and English-speaking countries in educating elementary school-age children.

15. To produce pride in the common Hispanic cultural unity of those whose heritage has roots in Mexico, Cuba, Dominican Republic, Puerto Rico and other proud and sovereign American states.

16. To reinforce that we are all brothers, North and South Americans of all ethnic backgrounds from the same multilingual, multicultural continent and a member state of the Organization of American States (OAS); that the United States of America is a mixture of both cultures.

COMPTON BILINGUAL PLAN 4TH YEAR

The vertical expansion to the 4th grade will be modeled directly after the 3rd year program. (See Compton Bilingual Education Experimental Design, 3rd Year, and attached diagramatic representation in appendices).

Classroom application of the Long Range Program Goals and Immediate Goals into bilingual classroom strategies and tactics will be as follows:

1. Coordinate bilingual readiness training in Spanish and English for all Title VII classes during the first school period (approximately 6 weeks).

2. Basic skills taught in Spanish comparable to conventional 2nd, 3rd and 4th grade instruction in English.

3. Coordinate bilingual technique to transfer the basic skills in English or Spanish as determined by student readiness, pre and post test results of the past three years and demonstrated conceptual performance in either Spanish or English by individual student growth.

4. The bilingual colleague team teachers will give equal time for both languages.

5. A strong Spanish-as-a-second language program as well as a strong English-as-a-second language program will be implemented in a team relationship.

IV C. INDEPENDENT EDUCATIONAL ACCOMPLISHMENT AUDIT AND AUDIT PLAN FOURTH YEAR

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C. INDEPENDENT EDUCATIONAL ACCOMPLISHMENT AUDIT AND AUDIT PLAN FOURTH YEAR

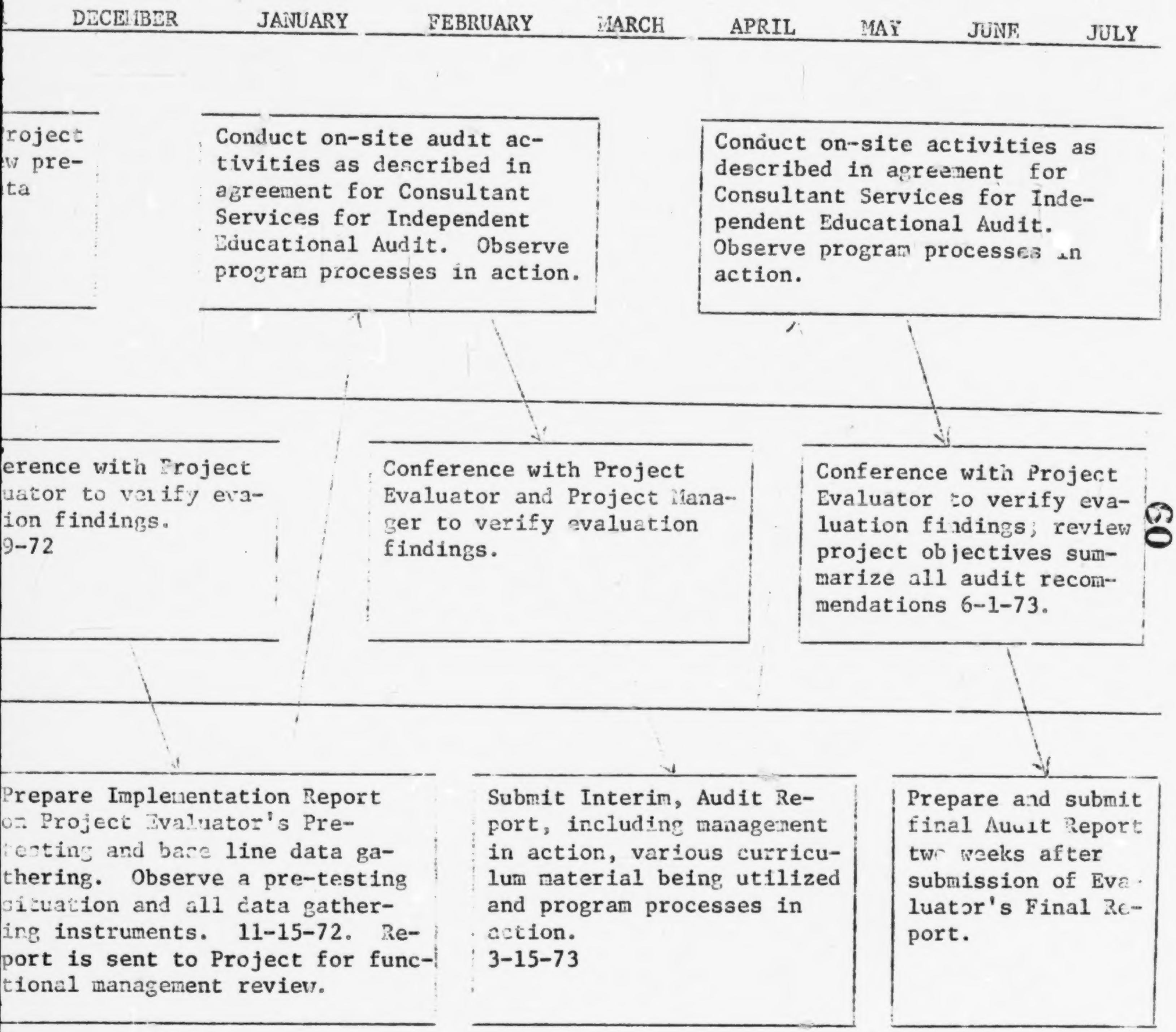
The Compton Unified School District plans to contract, for the third time, Mr. Jose Martinez of California State College at Long Beach to conduct an independent educational accomplishment audit of the fourth year continuation program. Included in the appendices of this continuation plan is the proposed written agreement for consultant services and resume of the auditor's qualifications and experiences. All U. S. Office of Education Guidelines and concerns for the Independent Educational Accomplishment Audit, schedule of audit activities, reports and an estimate of the audit as referenced in the USOE Manual for Project Applicants and Grantees - April 20, 1971, have been specified in written agreement between the educational auditor and the LEA.

The fourth year audit plan displays all major activities in relationship to each other and also to the overall project time line. All audit activities are related to the evaluation activities, four audit reports are timed and made dependent upon evaluation reports with contractual payments tied to the completion of these activities and LEA receipt of audit reports.

COMPTON BILINGUAL AUDIT P

RESPONSIBILITY	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUA
DATA COLLECTION		Gather on-site data on Project implementation and review pre-testing and base-line data gathering. 9-28-72 10-12-72			Conduct tivities agreemen Services Educatio program
DATA ANALYSIS	Review the Bilingual Proposal's evaluation design and report these findings to the Project Manager before 10-1-72.		Conference with Project Evaluator to verify evaluation findings. 10-19-72		
DATA REPORTING	Submit a Pre-audit Report and critique of the Compton Bilingual Plan to the Project Manager, Project Evaluator and Office of Education before 10-1-72.		Prepare Implementation Re on Project Evaluator's Pr testing and base line dat thering. Observe a pre-t situation and all data ga ing instruments. 11-15-7 port is sent to Project f tional management review.		

OMPTON BILINGUAL AUDIT PLAN



DECEMBER JANUARY FEBRUARY MARCH APRIL MAY JUNE JULY

roject w pre- ta

Conduct on-site audit activities as described in agreement for Consultant Services for Independent Educational Audit. Observe program processes in action.

Conduct on-site activities as described in agreement for Consultant Services for Independent Educational Audit. Observe program processes in action.

erence with Project uator to verify evaion findings. 9-72

Conference with Project Evaluator and Project Manager to verify evaluation findings.

Conference with Project Evaluator to verify evaluation findings; review project objectives summarize all audit recommendations 6-1-73.

Prepare Implementation Report on Project Evaluator's Pretesting and base line data gathering. Observe a pre-testing situation and all data gathering instruments. 11-15-72. Report is sent to Project for functional management review.

Submit Interim, Audit Report, including management in action, various curriculum material being utilized and program processes in action. 3-15-73

Prepare and submit final Audit Report two weeks after submission of Evaluator's Final Report.

IV D. OVERALL PROGRAM MANAGEMENT FOURTH YEAR

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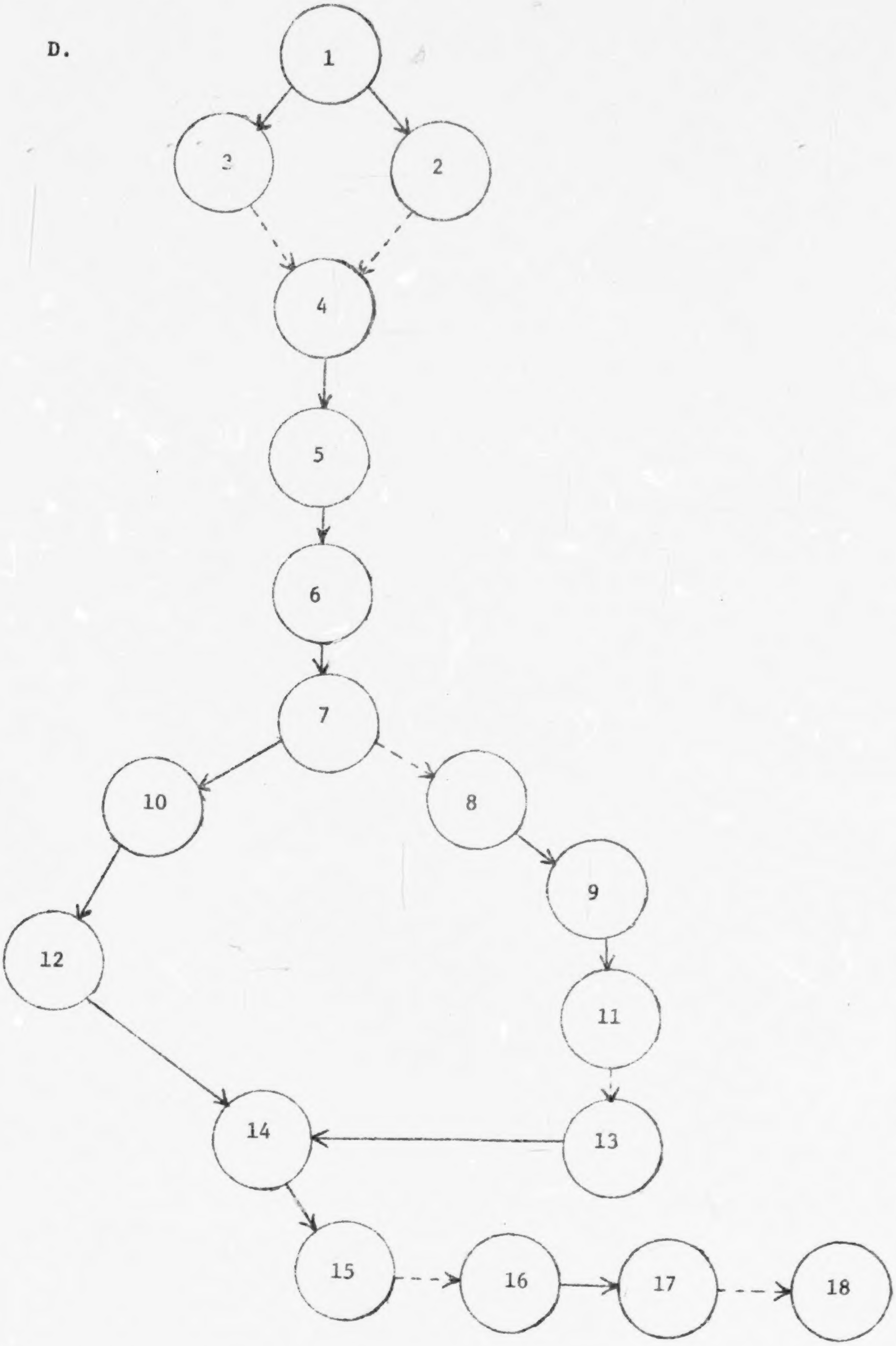
D.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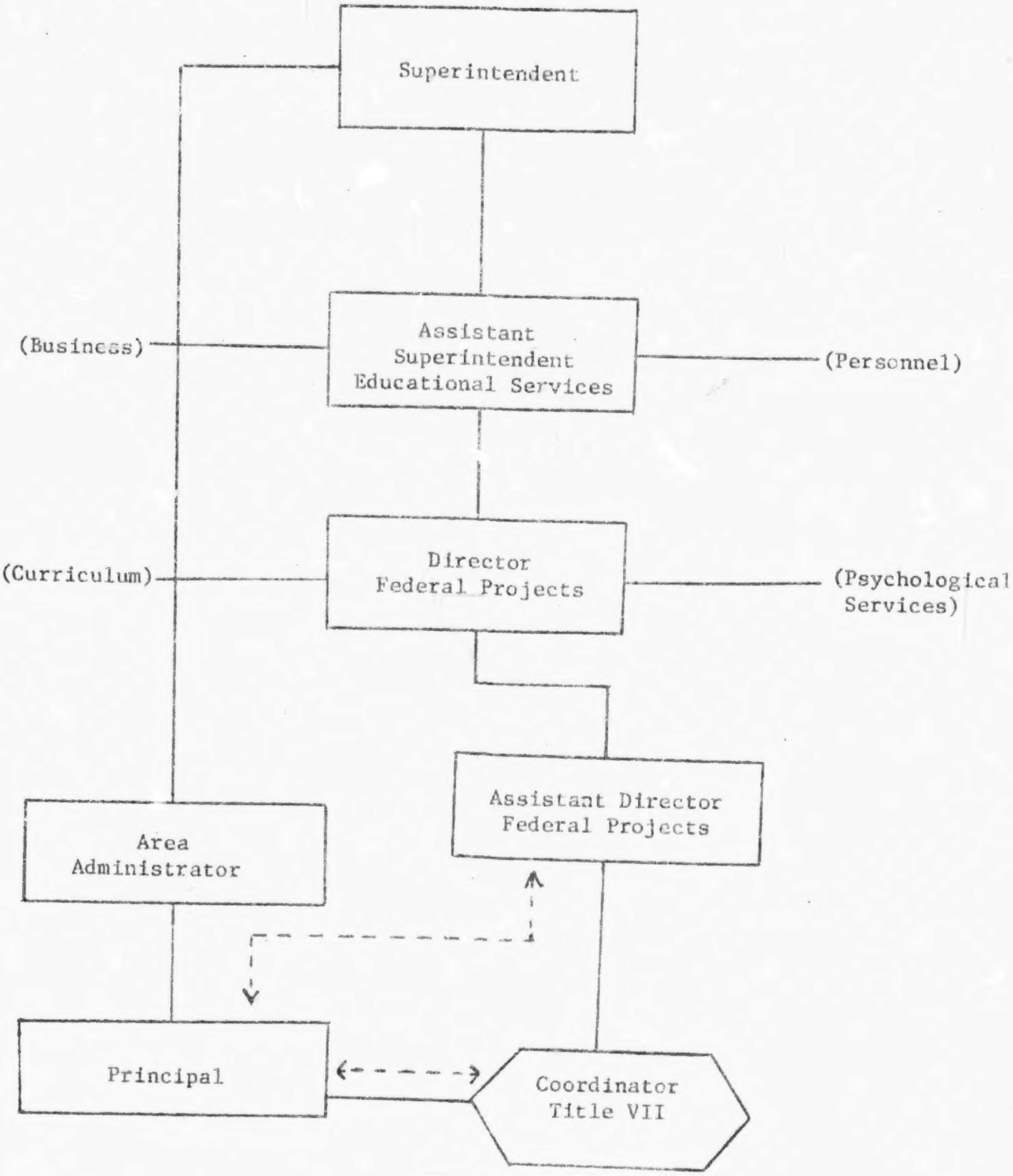
D. OVERALL PROGRAM MANAGEMENT FOURTH YEAR

I. Summary Network for Bilingual Plan - Fourth Year Integration Project - Event Identification

1. Continue the three processes from third year getting information (input) processing information (through put), and distributing information (out put) to others.
2. Define tasks in cognitive and affective domains through Inservice Training. (Linker's activities)
3. Construct coordinated classroom testing networks with tabular work breakdown structure for pre-testing component.
4. Start evaluation instrument and programmatic process evaluation activities.
5. Complete evaluation instrument, programmatic process evaluation activities and pre-testing component.
6. Recycle to incorporate new decisions and actions referenced to the pre-audit report.
7. Redetermine or revise schedules and tasks based upon the pre-testing component and first programmatic process evaluation.
8. Start synthesizing and integrating corrective procedures described in the Implementation Audit Report.
9. Recycle to incorporate new decisions and actions.
10. Prepare and submit Program Status Report.
11. Update estimates to complete specific project activities.
12. Accumulate actual time and cost data to complete 1972-73 Bilingual Plan.
13. Reschedule or redefine project tasks and activities based on the assessment of the program's process evaluation from the Interim Audit Report.
14. Submit program's continuation application (1973-74).
15. Prepare and submit Quarterly Program Status Report.
16. Start post evaluation instrument, programmatic process evaluation activities and post-test component.
17. Complete post evaluation instrument, programmatic process evaluation activities and post test component.
18. Prepare for vertical expansion to the next grade level.

I. PROGRAM MANAGEMENT - ADMINISTRATIVE STRUCTURE


Superintendent
(Business)
Assistant Superintendent Educational Services
(Personnel)
(Curriculum)
Director Federal Projects
(Psychological Services)
Assistant Director Federal Projects
Area Administrator
Principal
Coordinator Title VII

BILINGUAL PROJECT PLANNING AND CONTROL PERT

1. Establish project work breakdown structure 9-1-72
2. Define tasks in cognitive and affective domains 9-1-72
3. Construct coordinated classroom testing networks with tabular work breakdown structure for pre-testing 9-1-72
4. Prepare Quarterly Program Status Report. Review pre-audit report 9-31-72
5. Estimate time for critical path of project 10-2-72
6. Establish schedules for specific activity time estimate as determined by non-evaluative feedback 10-16-72
7. Prepare Project cost estimates for project work breakdown structure 11-1-72
8. Review project plan, schedule Implementation Audit Report and costs 11-15-72
9. Revise plan according to non-evaluative feedback 12-1-72
10. Prepare Quarterly Program Status Report 12-31-72
11. Update estimates to complete specific project activities 1-7-73
12. Accumulate actual time and cost data to complete 1972-73 Bilingual Project Plan 2-1-73
13. Prepare for submission 4th year continuation Title VII Proposal 1973-74
14. Analyze Interim Audit Report for an assessment of the program's process evaluation 2-20-73
15. Submit 4th year proposed plan with contract for evaluation services, contract for education audit plan 3-15-73
16. Prepare Quarterly Status Report 3-31-73
17. Evaluate Project Status 5-15-73
18. Decide course of action based on negotiation conferences 5-31-73
19. Revise Plan, Schedules and Budgets 6-15-73
20. Submit to appropriate governmental agencies Project Evaluation and Final Audit Report 6-30-73

PROJECT MANAGER COORDINATOR
ACTIVE PERT

1. Provides technical and administrative continuity in the bilingual project 9-1-72 thru 6-30-73

2. Provides a single focus for planning and control of the entire development effort 9-1-72 thru 6-30-73

3. Negotiates for and coordinates the efforts of personnel resources assigned to the bilingual project from the local LEA and outside consultants 9-1-72 thru 6-30-73

4. Ensures proper coordination between bilingual multiethnic classes and other affected groups, including technical services 9-1-72 thru 6-30-73

5. Periodically reports progress to higher level of management (Federal Projects Dep't.,Instructional Services Ass't.Sup't. and Local Community Councils)

INSTRUCTIONAL PERT - FOURTH YEAR

1. Review and analyze language competencies of Spanish speaking and English speaking children from past project data Sept. 1972

2. Analyze and interpret evaluative statistical data and other data on project pupils covering years 1969, 1970, 1971 and 1972

3. Organize Bilingual Bicultural multi-ethnic classes in Sept. 1972

4. Bilingual Instruction commences in Sept. 1972

5. Commence first survey on bilingual-bicultural classroom environment Sept. 19, 1972 (See check list in appendices)

6. Initiate simple group bilingual activities and gradually individualize the group participation skills. October 1972

7. Pre-test in Spanish and English (Diagnosis and Prescription) Sept., Oct. 1972

8. Field test and modify bilingual, multi-ethnic curriculum Oct., Nov., Dec. 1972

9. Initiate Intermediate Bilingual Group Activities in which group leaders read the written instructions in two languages Dec. 1972

10. Update collected classroom data, develop continuing evaluation data in reading and language arts area Nov., Dec. 1972

Commence transfer of basic skills taught in Spanish to English via transgrouping Jan., Feb. 1973

12. Commence second survey on bilingual-bicultural classroom environment (See check list in appendices) Feb. 1973

13. Initiate Complex Bilingual Group Activities in trans-group dual language instruction March, April 1973

14. Post-Test in Spanish and English May, June 1973

15. Culminate bilingual multiethnic activities with dual language dramatic play activities June 1973

FLOW CHART - STAFF PERT - FOURTH YEAR
CERTIFICATED

1. Survey and selection of Certificated Staff, Fourth Grade June 1973
2. Assignment of Certificated Staff July 1972
3. Certificated Staff Pre-Service Training Institute Sept. 1972
4. Bilingual-Bicultural Room Preparation Sept. 1972
5. Bilingual-Bicultural Instruction Commences Sept. 1972
6. Certificated Inservice Training Phase I - three sessions Sept. 1972
7. Certificated and Paraprofessional Reality Involvement Seminar Trans-Ethnic Grouping Sept. 1972
8. Certificated Paraprofessional and Community Reality Involvement Seminar Trans-Ethnic Grouping Oct. 1972
9. Certificated Inservice Training Phase II - three sessions Oct. 1972
10. Certificated Inservice Training Phase III - three sessions Oct., Nov. 1972
11. Certificated Inservice Training Phase IV - three sessions Nov. 1972
12. Certificated Inservice Training Phase V - three sessions Dec. 1972 -Jan. 1973
13. Staff Evaluation and Revision Jan. 1973 (Non-evaluative feedback)
14. Certificated Inservice Training Phase VI - three sessions Jan. 1973
15. Certificated Inservice Training Phase VII - three sessions Feb. 1973
16. Certificated Inservice Training Phase VIII - three sessions Feb., Mar. 1973
17. Certificated Inservice Training Phase IX - three sessions Mar. 1973
18. Reaction Evaluation Survey Feedback April 1973
19. Certificated Inservice Training Phase X - three sessions April 1973
20. Certificated Inservice Training Phase XI - three sessions May 1973
21. Certificated Paraprofessionals and Community Reality Involvement Seminar Trans-Ethnic Grouping May 1973
22. Certificated Inservice Training Phase XII - three sessions May, June 1973
23. Teacher developed and implemented parent questionnaires
24. Termination of Fourth Year June 1973

FLOW CHART - STAFF PERT - FOURTH YEAR
CERTIFICATED

*Specific sessions are listed in the Inservice Training Course for Teachers developed by the Project Director. The professional staff course is closely coordinated with the Compton College Inservice Training Course for Paraprofessionals.

**These seminars will be a part of the Bilingual Staff Inservice Training Program, coordinated with the Community College Inservice Training Course for Paraprofessionals.

***These special community staff reality involvement seminars are an outgrowth of the Project Director's community awareness and his participation in the many Mexican-American community meetings. From the community comes our goods and services, common values and beliefs, protective laws, customs and their enforcers.

Communication channels will be opened through the process of Trans-Ethnic grouping. It is through the open seminar technique that sterotyped characteristics handicapping trans-racial communication will be eliminated. The Glasser Reality Therapy Techniques combined with trans-racial communication will develop a sensitivity to each other and make it possible for each to anticipate the other's needs. The community direction of the Fourth Year Bilingual multi-ethnic multi-cultural program will truly represent the will of the Compton community.

CLASSIFIED PERT - FOURTH YEAR

1. Selection of Bilingual Paraprofessionals. Survey of Community Resource Personnel Aug. 1972

2. Assignment of New Bilingual Paraprofessionals Aug. 1972

3. Pre-service Training Sept. 1972

4. Paraprofessional Staffing Sept. 1972

5. Joint Certificated and Classified Training Sept. 1972

6. College Inservice Training Course for Paraprofessionals commences Sept. 1972

7. Instructors Duties and Paraprofessional Duties Start Sept. 1972

8. Pre-Testing workshops for Paraprofessionals Sept. 1972

9. Paraprofessional pre-testing of project children Sept., Oct. 1972

10. *Paraprofessional and Parent-Community "Friends" Reality Involvement Seminar Trans-Ethnic Grouping Sept. 1972

11. *Certificated and Paraprofessional Reality Involvement Seminar Trans-Ethnic Grouping Oct. 1972

12. *Paraprofessional dissemination of project-developed parent, community and "Friends" questionnaires Oct. 1972

13. Post-testing workshop for Paraprofessionals April 1973

14. Paraprofessional post-testing of project children May 1973

15. Paraprofessional, Certificated, Parent, Community and "Friends" Reality Seminar Trans-Ethnic Grouping May 1973

16. Paraprofessional dissemination of project-developed parent, community and "Friends" questionnaires and opinionnaires June 1973

17. Termination Classified Staff June 1973

*These seminars will be part of the Bilingual Staff Inservice Training Program coordinated with the Community College Inservice Training Course for Paraprofessionals. Trans-ethnic education will be a part of all inservice training programs leading to trans-racial communication. New communication patterns will be experimental.

PARENT - COMMUNITY "FRIENDS FOR BILINGUAL EDUCATION" INVOLVEMENT

1. Continued Parent-Community "Friends" program dissemination May 1972
2. Parent-Community "Friends" Advisory Meetings Sept. 1972
3. *Non-certificated and Parent-Community "Friends" Reality Involvement Seminar Trans-Ethnic Grouping Sept. 1972
4. PTA and Parent-Community "Friends" Council Meeting Oct. 1972
5. *Certificated and Parent-Community "Friends" Reality Involvement Seminar Trans-Ethnic Grouping Oct. 1972
6. Parent-Community "Friends" Advisory Meetings Nov. 1972
7. Parent-Community "Friends" Advisory Meetings Jan. 1973
8. Trans-Ethnic seminar and Trans-Racial communication March 1973
9. Open House April 1973
10. *Non-certificated, Certificated and Parent-Community "Friends" Reality Involvement Seminar Trans-Ethnic Grouping May 1972
11. Parent-Community "Friends" Advisory Meetings May 1973
12. Report to Agencies July 1973
13. Parent-Community "Friends" Follow-Up Aug. 1973
14. Parent-Community "Friends" Advisory Meetings Sept. 1973

*These seminars will be part of the Bilingual Staff Inservice Training Program coordinated with the Community College Inservice Training Course for Paraprofessionals.

BILINGUAL PROCEDURES PROGRAM

A. COMPONENT NAME Management B. DOMINANT LANGUAGE ________ C. GRADE LEVEL K-1-2-3-4

D. NO. OF PARTICIPANTS ________ P R O D U C T E. PROGRAM OBJECTIVES Management

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Administrators and Supervisors Performance Review	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
Through the use of Administrators and Supervisors Performance Review, the Project Director will: a. Administer the Compton Bilingual Plan in accordance with the ESEA Title VII Guidelines set down in the Manual for Project Applicants and Grantees, April 20, 1971.	1. Monthly	1. Project Auditor 2. Project Evaluator	1. Project Auditor's required quarterly reports (see Auditor's contract in Appendix).
b. Plan and conduct administrative and community meetings to meet the perceived needs of the project.	1. Monthly	1. Project Director	1. Analysis of Minutes and community action which have taken place.
c. Monitor the internal project information system to obtain data for administrative decisions.	1. Biweekly	1. Project Director Assistant 2. Federal Projects Director	1. Analysis of submitted biweekly reports.
d. Monitor financial expenditures.	1. Quarterly Report	1. Project Director	1. District submission of Quarterly Status Report.
e. Revise project operations.	1. Bimonthly Evaluator's Report 2. Required Independent Educational Audit Reports	1. Project Evaluator 2. Project Auditor	1. As contracted for Evaluation and Audit Services. 2. Direct observation of project classes in full operation.
f. Plan and develop continuation proposal.	1. Monthly Activity Report submitted to District Fed/State Projects Department	1. Project Director	1. Direct observation of students and teachers weekly.

BILINGUAL PROCEDURES PROGRAM

A. COMPONENT NAME Management B. DOMINANT LANGUAGE ________ C. GRADE LEVEL K-1-2-3-4

D. NO. OF PARTICIPANTS ________ PRODUCT E. PROGRAM OBJECTIVES Management

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Administrators and Supervisors Performance Review	G. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
(Continued) g. Arrange for and schedule external evaluation.	1. Monthly Evaluator's visit and submission of report as per contract.	1. Project Director	1. As per contracted services for external evaluation (see Appendix for External Evaluator's contract).
h. Arrange for and schedule independent audit.	1. As contracted. a. Pre-audit Report, Sept. 1972. b. Implementation Audit Report, Oct. 1972. c. Interim Audit Report, Feb. 1973. d. Final Audit Report, July 1973.	1. Project Director	1. As per contracted services for Independent Educational Audit (see Appendix for Auditor's contract).
i. Establish a community college inservice training course to make bilingual education a community development and investment.	1. Weekly sessions at Compton College (36)	1. Project Director	1. Individual or community projects as listed in course outline.
j. Arrange for and schedule inservice staff training.	1. Weekly 2. Flint System Interaction Analysis	1. Project Director 2. Project Evaluator	1. Direct classroom observation of teachers and paraprofessionals; direct observation of teacher/aide/student interaction.

BILINGUAL PROCEDURES PROGRAM

A. COMPONENT NAME Management B. DOMINANT LANGUAGE ________ C. GRADE LEVEL K-1-2-3-4

D. NO. OF PARTICIPANTS ________ PROCESS E. PROGRAM OBJECTIVES Management

H. PERFORMANCE OBJECTIVE (Includes name or description of instrument) Interaction Analysis Rating sheet and Administrators and Supervisors Performance Review	I. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
1. Project Director will do the following to complete the management product objectives:			
a. Confer bimonthly with Project Evaluator and Project Auditor to review the ESEA Title VII guidelines and policies. Schedule Community Council meetings, Steering Committee meetings and small group home sessions.	1. Bimonthly	1. Project Director	1. Submission for analysis meeting agenda.
b. **Strive** to meet the perceived needs of the project and to motivate the parents to become more involved in the educational process.	1. Monthly 2. Weekly (special Compton college class for community patrons.)	1. Project Director	1. Minutes 2. Compton College course outline Evaluation section.
c. Submit to Federal Projects Office biweekly reports listing day-to-day activities for review and analysis.	1. Biweekly	1. Project Director	1. Written daily log submitted by Project Director.
d. Request a periodic financial summary report as an aid to monitor financial expenditures	1. Bimonthly	1. Project Director	1. Ledger copy from District Office.
e. Revise project operations through weekly scheduled inservice staff training sessions and regularly scheduled Project Auditor and Evaluator conferences.	1. Weekly	1. Project Director	1. Interaction analysis. 2. Direct classroom observation.
f. Confer with technical and professional colleagues for continual planning and developing of the continuation proposal.	1. Biweekly	1. Project Director	1. Monthly activity report.
g. h. Contract services for Project Evaluator and Auditor through a careful analysis of previous work submitted and guidelines followed.	1. As contracted.	1. Project Director	1. As contracted.

BILINGUAL PROCEDURES PROGRAM

A. COMPONENT NAME Management B. DOMINANT LANGUAGE ______ C. GRADE LEVEL K-1-2-3-4

D. NO. OF PARTICIPANTS ______ PROCESS E. PROGRAM OBJECTIVES Management

H. PERFORMANCE OBJECTIVE (Includes name or description of instrument) Interaction Analysis Rating Sheet and Administrators and Supervisors Performance Review	I. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
(Continued) i. j. Plan and present an inservice training course for professional, para-professional and community patrons which gives emphasis to each element of the training component in the following areas: 1. Cultural sensitivity 2. Specialized bilingual-bicultural methodology 3. Use of a multiple media 4. Program Development 5. Materials Development 6. Language acquisition and refinement in the two languages of the program.	1. Weekly (36)	1. Project Director 2. Compton College Bilingual Education Instructor.	1. As stated in Compton College course outline.

BILINGUAL PROCEDURES

A. COMPONENT NAME Bilingual Teachers B. DOMINANT LANGUAGE ______ C. GRADE LEVEL K-1-2-3-4

D. NO. OF PARTICIPANTS ______ PRODUCT E. PROGRAM OBJECTIVES Bilingual Teachers

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Questionnaire, Individual Development Plan Interaction Analysis Survey	G. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
1. Bilingual teachers will actively demonstrate an understanding of the goals, objectives and basic operating procedures of the 4th year bilingual project as written in the proposal.	1. Monthly	1. Project Director 2. Principal, Project School	1. Individual development plan, quarterly. 2. Bilingual Project monthly report to Federal Projects Office.
2. Bilingual teachers will diagnose student needs in reading and language arts.	1. Quarterly	1. Project Teachers (colleague and bilingual staff)	1. Michigan Oral Language Rating Sheet. 2. Protocolo de Calificación. 3. Preparación para el Aprendizaje de la Lectura (above on a quarterly basis)
3. Bilingual teachers will select methods, materials and teaching strategies to carry out prescriptions.	1. Biweekly (35 inservice sessions)	1. Project Teachers	1. Individual development plan, quarterly. 2. Monthly Bilingual Projects activity report
4. Bilingual teachers will carry out the instructional program according to the organizational strategy, the diagnosed student needs and the developed prescriptions.	1. Weekly	1. Project Director 2. Project Teachers	1. Individual development plan, quarterly. 2. Direct observation of teachers, weekly.

BILINGUAL PROCEDURES

A. COMPONENT NAME Bilingual Teachers B. DOMINANT LANGUAGE ____________ C. GRADE LEVEL K-1-2-3-4

D. NO. OF PARTICIPANTS ____________ PROCESS E. PROGRAM OBJECTIVES Bilingual Teachers

H. PERFORMANCE OBJECTIVE (Includes name or description of instrument) Individual Development Plan	I. EVALUATION Data or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
1. The Project Director and CUSD administrative personnel will conduct inservice training sessions as to goals, objectives and basic operational procedures of the 4th year bilingual project.	1. Weekly	1. Project Director 2. District Administrators	1. Individual development plan, quarterly.. 2. Bilingual Project's monthly report to Fed. Projects Office..
2. The bilingual teachers will review baseline data of the 1st, 2nd and 3rd year programs and continuing students for developing and updating prescription for each student in the program.	1. Quarterly	1. Project Teachers 2. Colleague Teachers	1. Individual development plan submitted quarterly.
3. The bilingual teachers will attend regularly scheduled biweekly inservice training sessions (36) covering methodology, material development and teaching strategies to carry out prescriptions.	1. Biweekly (36 inservice sessions)	1. Project Teachers	1. Individual development plan, quarterly..
4. Bilingual teachers, through biweekly inservice training and intensified feedback sessions according to the Instruction PERT, will carry out the instructional program.	1. Weekly	1. Project Teachers	1. Individual development plan, quarterly.

INGUAL PROCEDURES

A. COMPONENT NAME Proposed Music-Dance Instructor (after-school program) B. DOMINANT LANGUAGE Spanish

C. GRADE LEVEL 2, 3, 4 D. NO. OF PARTICIPANTS ______ PRODUCT

E. PROGRAM OBJECTIVES Appreciation Hispanic Music and Culture

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Individual Developmental Plan	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
1. The children will demonstrate an appreciation for Hispanic music by singing selected favorite melodies.	Monthly	Special Music Teacher	Taxonomy of affective domain
2. The children will show positive self-image by presenting to non-bilingual classes favorite Hispanic songs.	Monthly	Special Music Teacher	Classroom observation by parents and friends
3. Selected children will teach small groups of non-bilingual class children simple Mexican melodies.	Monthly	Special Music Teacher	Classroom observation by classroom teacher

BILINGUAL PROCEDURES

A. COMPONENT NAME Proposed Music-Dance Instructor (after-school program) B. DOMINANT LANGUAGE Spanish

C. GRADE LEVEL 2, 3, 4 D. NO. OF PARTICIPANTS ______ PROCESS

E. PROGRAM OBJECTIVES Appreciation of Hispanic Music and Culture

H. PERFORMANCE OBJECTIVE (Includes name or description of instrument) Individual Developmental Plan	I. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
1. A special community (non-certificated) music instructor will work with the project children in teaching them favorite Mexican songs during and after school hours.	Monthly	Special Music Teacher	Tape recordings
2. The special community (non-certificated) music instructor will give inservice training in music (singing) of favorite Mexican songs to all staff members to carry forward the overall appreciation of Hispanic music and culture.	Quarterly	Special Music Teacher	Actual observation by Project Director

LINGUAL PROCEDURES

A. COMPONENT NAME Proposed Artist Instructor (after-school program) B. DOMINANT LANGUAGE Spanish

C. GRADE LEVEL 2, 3, 4 D. NO. OF PARTICIPANTS ____ P R O D U C T

E. PROGRAM OBJECTIVES Appreciation of Hispanic-Chicano Art and Culture

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Individual Developmental Plan	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
1. Project children will express their own individualized concepts of Chicano expression through painting and drawing.	Quarterly	Special Art Teacher	Taxonomy of affective domain
2. Project children will have an exhibit of their own art work at a local community exhibition.	Quarterly	Special Art Teacher	Community art questionnaire

BILINGUAL PROCEDURES

A. COMPONENT NAME Proposed Artist Instructor (after-school program) B. DOMINANT LANGUAGE Spanish

C. GRADE LEVEL 2, 3, 4 PROCESS E. PROGRAM OBJECTIVES Appreciation of Hispanic-Chicano Art and Culture

H. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Individual Developmental Plan	I. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
1. A special community (non-certificated) artist instructor will work with the project children in teaching them to express their Mexican-American (Chicano) background through painting and drawing.	Monthly	Special Artist Instructor	Display of hardware.
2. A special community (non-certificated) artist instructor will give inservice training to the project staff in specialized techniques and expressions representing Mexican-American (Chicano) art feeling (affective domain only).	Quarterly	Special Artist Instructor	Actual observation by Project Director.

BILINGUAL PROCEDURES

A. COMPONENT NAME Hispanic Music - Affective Domain B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL 2, 3, 4

D. NO. OF PARTICIPANTS ________ P R O D U C T E. PROGRAM OBJECTIVES Cultural Appreciation

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Student-made Musical Preference Sheets	G. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
1. Given listening selections in which there are contrasting sections, the student will indicate his feeling preferences by responding to written statements about the various sections of music.	Monthly	Special Project Music Teacher	1. Bilingual monthly report on class activities. 2. Teacher's lesson plans.
2. Given examples of aurally presented program music, the student will voluntarily indicate a personal preference for one of the pieces by one of the following criteria: Tape-recorded: a. Verbal animation and identification of a favorite piece b. Singing one of the melodies as an example c. Reproducing rhythm patterns through clapping hands or using rhythm instruments d. Offering to write a story or paint a picture showing what the music described.	Monthly	Special Project Music Teacher	1. Teacher's lesson plans.

BI NGUAL PROCEDURES

. COMPONENT NAME Bilingual Instructional Aides B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL K-1-2-3-4

. NO. OF PARTICIPANTS Eight P R O D U C T E. PROGRAM OBJECTIVES Bilingual Instructional Aides Service

. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Individual Development Plan, Classified Employees	G. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
1. Administer pre and post tests in the Spanish language for the bilingual classes.	1. Quarterly	1. Project Director	1. Developmental plan, quarterly.
2. Work with small groups and on an individual basis with students in the bilingual classes under the direction of the bilingual teacher.			
3. Participate actively in bilingual workshops, parent conferences and special school programs.			
4. Disseminate information about the project to parents of children enrolled in the bilingual classes.			
5. Involve parents of the bilingual education children in school activities, classroom visits, workshops, and volunteer activities.			

BI NGUAL ROCEDURES

. COMPONENT NAME Bilingual Instructional Aides B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL K-1-2-3-4

. NO. OF PARTICIPANTS Eight P R O C E S S E. PROGRAM OBJECTIVES Bilingual Instructional Aides Service

I. PERFORMANCE OBJECTIVE (Includes name or description of instrument) Individual Development Plan, Classified **Employees**	I. EVALUATION Date or frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
1. College preparation to secure an AA degree in Bilingual Education. 2. Advanced inservice training to be completed at Compton College. 3. COP only --- plan to earn a BA degree and teaching credential in the Bilingual Education field.	1. Quarterly	1. Project Director	1. Developmental plan, quarterly.

B: NGUAL PROCEDURES

. COMPONENT NAME Community Aides B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL K-1-2-3-4

. NO. OF PARTICIPANTS Two PRODUCT E. PROGRAM OBJECTIVES Community Liaison

. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Individual Development Plan, Classified Employees	G. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
1. The community aides will disseminate information about the project to the local community once each month. a. Make home visits to parents of children enrolled in the bilingual program. b. Involve parents of bilingual education children and the local community in school activities, including meetings, classroom visitations, workshops and volunteer activities. c. Meet with school administrators, classroom teachers and bilingual staff to coordinate efforts.	1. Quarterly	1. Project Director 2. Community Aides	1. Home visit reports, quarterly.

BILINGUAL PROCEDURES

A. COMPONENT NAME Community Aides B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL K-1-2-3-4

D. NO. OF PARTICIPANTS Two PROCESS E. PROGRAM OBJECTIVES Community Liaison

H. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Individual Development Plan, Classified Employees	I. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
1. The community aides will be trained in social interaction techniques and reality therapy techniques through weekly inservice training sessions.	1. Quarterly	1. Project Director	1. Biweekly Bilingual Project report.

BILINGUAL PROCEDURES

A. COMPONENT NAME Bilingual Secretary B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL ____________

D. NO. OF PARTICIPANTS ____________ P R O D U C T E. PROGRAM OBJECTIVES Bilingual Secretarial Services

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Individual Development Plan	G. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
1. To maintain a data collection center for project testing component. 2. To prepare and reproduce bilingual instructional materials in Spanish and English at the Director's direction. 3. To have official project reports ready for mailing as applicable to the PERT design of the Title VII project. 4. To follow up the data collection and feedback systems for reporting and ordering curriculum materials for classroom use. 5. To provide the required bilingual secretarial services for the logging of performance measures, the detection and correction of errors as shown by the feedback loop as it applies to secretarial and record-keeping duties.	1. Quarterly	1. Bilingual Secretary	1. Quarterly Evaluation

INGUAL PROCEDURES

. COMPONENT NAME Bilingual Secretary B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL ________

. NO. OF PARTICIPANTS ________ P R O C E S S E. PROGRAM OBJECTIVES Bilingual Secretarial Services

. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Individual Development Plan	I. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
1. Follow PERT design of project as it pertains to secretarial responsibilities. 2. Follow the critical framework for planning and development of the Title VII project where bilingual secretarial services are required in a management information system.	1. Quarterly	1. Bilingual Secretary	1. Quarterly Evaluation

B INGUAL PROCEDURES

A. COMPONENT NAME Staff Inservice B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL K-1-2-3-4

D. NO. OF PARTICIPANTS ____________ P R O D U C T E. PROGRAM OBJECTIVES: Staff Inservice

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Individual Development Plan	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected.. Dates due.
1. All staff members will be instructed in diagnostic techniques for placement purposes. 2. All staff members will apply proper prescriptive measures to professional diagnosis by certificated staff. 3. All staff members will use individual profile sheets (see Appendices). 4. All staff members will use as a standard reference for diagnostic and prescriptive purposes the following books: a. Ciencia del Lenguaje y Arte Del Estilo-Octava Edicion por Martin Alonso. b. La Técnica de la Enseñanza por Félix Adam.	1. Quarterly	1. Project Director 2. Bilingual Staff	1. Bilingual monthly activity report.

E INGUA PROCEDURES

A. COMPONENT NAME Staff Inservice B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL K-1-2-3-4

D. NO. OF PARTICIPANTS ____________ PROCESS E. PROGRAM OBJECTIVES Staff Inservice

H. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Individual Development Plan	I. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
In order to achieve the staff inservice products, the following will be employed: 1. Filmstrips, audiovisual materials, course outlines (see Appendices), group dynamics and reality therapy techniques. 2. Demonstration of techniques and skills necessary to achieve the bilingual objectives particularly those concerned with strategies for teaching, reading and language arts in the native language (Spanish)as well as in the second language. 3. The resources of Compton College will be used for intensified inservice training.	1. Quarterly	1. Project Director	1. Bilingual monthly activity report.

BILINGUAL PROCEDURES

A. COMPONENT NAME Community B. DOMINANT LANGUAGE ______ C. GRADE LEVEL K-1-2-3-4

D. NO. OF PARTICIPANTS ______ PRODUCT E. PROGRAM OBJECTIVES Community Participation

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Social Analysis of Community Activities; Social Interaction Analysis Using Ataxonomy of Affective Goals	G. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
Instruments: Montessori-developed Rating Sheets 1. A local community identification of leaders and their involvement in the bilingual program continuation proposal and operational components to carry forward the theory and practice of bilingual education.	1. Weekly - Compton Community College Bilingual Bicultural Education courses	1. Project Director 2. Mexican-American Cultural Center 3. Community Advisory Council	1. Social analysis of projects (see Compton College course outline and PERT chart. 2. Monthly activity report for Bilingual Project. 3. Daily log, submitted biweekly.
2. An active parent involvement will be increased to improve racial and ethnic relations.	1. Daily	1. Project Director 2. Bilingual Kindergarten Teacher	1. Weekly summary of home visitations for analysis.
3. Community volunteers will be expanded to include a corps of parent volunteers for school services, community-school inter-action sessions, etc.	1. Monthly	1. Project Director 2. Community Aides	1. Written report of discussion of problems and development of solution by participants to be submitted in the Bilingual Project monthly report.
4. Community organizations in Compton (see project mailing list in Appendix) will be more involved in deciding the bilingual curriculum priorities for their children and in the educational process of the bilingual program.	1. Monthly	1. Project Director 2. Project Teachers 3. Community Aides	1. Analysis of scheduled or special committee meetings on curriculum priorities and community concerns in the project's educational process. 2. Bilingual Project's monthly activity report.

BILINGUAL PROCEDURES

A. COMPONENT NAME A Community B. DOMINANT LANGUAGE ____________ C. GRADE LEVEL K-1-2-3-4

D. NO. OF PARTICIPANTS ____________ PRODUCT E. PROGRAM OBJECTIVES Community Participation

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Social Analysis of Community Activities; Social Interaction Analysis Using Ataxonomy of Affective Goals	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
(Continued) 5. The overall Compton community will be more involved in advancing the concepts of bilingual bicultural education.	1. Quarterly	1. Project Director 2. Mexican-American Cultural Center	1. **Monthly Bilingual** Project Report. 2. Social analysis of specially formed bilingual community committees.
6. The overall Compton community will study the needs and determine specific goals or projects for the Compton Bilingual Education Plan.	1. Weekly (72 sessions)	1. Compton College Bilingual Education Course Instructor	1. Individual student projects.

BILINGUAL PROCEDURES

A. COMPONENT NAME Community B. DOMINANT LANGUAGE ______ C. GRADE LEVEL K-1-2-3-4

D. NO. OF PARTICIPANTS ______ PROCESS E. PROGRAM OBJECTIVES Community Participation

H. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Montessori Parent Involvement Rating Sheet. Reality Therapy Outline (develop identity to enhance ability for change).	I. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
1. The identification of Compton Community leaders and their involvement in the bilingual planning process will be accomplished through the following: a. Community reconnaisance method. b. Fundamentals of transracial communication. c. Reality therapy techniques (section on "Develop identity to enhance ability for change").	1. Quarterly	1. Project Director 2. Community Advisory Council 3. Cinco de Mayo Committee 4. Comité-Civico Patriótico, Ignacio Zaragoza	1. Monthly activity report for Bilingual Project. 2. Daily log submitted biweekly. 3. Submitted minutes or records of committees.
2. Parents will become more involved in the bilingual bicultural program directed to improve racial and ethnic relations through reality therapy group sessions and transethnic group sessions.	1. Monthly	1. Project Director 2. Project Community Aide	1. Monthly activity report for Bilingual Project. 2. Daily log submitted biweekly. 3. Individual projects submitted as part of the Compton College course.
3. Strong evidence of community involvement will be continually exhibited through a formation of a corps of parent volunteers soliciting active volunteer support through regularly scheduled community council meetings. Reality therapy, home sessions, Montessori parent involvement program, and Compton College bilingual training course.	1. Biweekly	1. Project Director 2. Bilingual Kindergarten Teacher 3. Community Aides	1. Community interaction analysis report. 2. Bilingual Project monthly report. 3. Direct observation on reality therapy and Montessori (parent) involvement sessions.

BILINGUAL PROCEDURES

A. COMPONENT NAME Community B. DOMINANT LANGUAGE ______ C. GRADE LEVEL K-1-2-3-4

D. NO. OF PARTICIPANTS ______ P R O C E S S E. PROGRAM OBJECTIVES Community Participation

H. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Montessori Parent Involvement Rating Sheet. Reality Therapy Outline (Develop Identity to Enhance Ability for Change).	I. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
(Continued) 4. The following activities will be carried out (see PERT-Community Component) to include the community in the project's educational program and participation in deciding curriculum priorities for their children: a. Special Compton College Bilingual Education class (36 sessions) for meeting specific felt-needs of the community. b. Planned school activities to allow parents to assume roles of leadership in the group and community. c. Assignment of the community aides - one to represent the Black community, one to represent the Mexican-American community - to arrange community meetings in the project site neighborhood. d. Invite and personnally bring parents and concerned community citizens to visit the project classes on a monthly basis. e. Planned Montessori training for parents to understand how to help their children succeed in school.	1. Weekly (Compton College course) 2. Weekly (Montessori Parent Involvement Plan) 3. Monthly	1. Project Director 2. Project Teachers 3. Community Aides (2) 4. Bilingual Instructional Aides (6)	1. Compton College Bilingual Education course attendance and project submission. 2. Montessori Parent Involvement Interaction Plan. 3. Bilingual Project monthly report Reality Therapy "Identity to Enhance Ability For Change" section commitment oral or written.

BILINGUAL PROCEDURES

A. COMPONENT NAME Community

B. DOMINANT LANGUAGE ________

C. GRADE LEVEL K-1-2-3-4

D. NO. OF PARTICIPANTS ________

P R O C E S S

E. PROGRAM OBJECTIVES Community Participation

H. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Montessori Parent Involvement Rating Sheet. Reality Therapy Outline (Develop Identity to Enhance Ability for Change)	I. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
(Continued) 5. The overall Compton community, through regularly scheduled community meetings at local community centers or schools, will advance the concepts of bilingual bicultural education through organizing and participating in the annual Cinco de Mayo celebration.	1. Quarterly	1. Project Director 2. Local Community Leaders 3. Cinco de Mayo Comité 4. Comité Cívico Patriótico - Ignacio Zaragoza	1. Bilingual Project monthly report. 2. Analysis of minutes of bilingual community committees.
6. The overall Compton community will study the needs and determine specific goals or projects for the Compton Bilingual Plan through a Compton College bilingual education course. The community participants will be given the following experiences: a. Focus on community resources for developing bilingual materials. b. Inservice opportunities for neighborhood residents in the full spectrum of human behavior and behavior management. c. Participation in the life of a living laboratory for development of a bilingual bilcultural curriculum.	1. Weekly (72 sessions)	1. Compton College Bilingual Education Instructor	1. Individual student projects. 2. Participant questionnaire.

BILINGUAL PROCEDURES

A. COMPONENT NAME Communications B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL K-1-2-3-4

D. NO. OF PARTICIPANTS Staff & Students PRODUCT E.PROGRAM OBJECTIVES Reality Therapy Communications

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Verbal - Non-verbal Contact Instrument	G. EVALUATION		
	Date of Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
1. To develop responsibility for one's own behavior.	1. Quarterly	1. Project Director	1. Individual development plan.
2. To develop a success identity.		2. Project Staff	
3. To develop involvement to encourage motivation for change.			
4. To develop a focus on behavior.			
5. To develop identity to enhance ability for change.			

BILINGUAL PROCEDURES

A. COMPONENT NAME Communications B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL K-1-2-3-4

D. NO. OF PARTICIPANTS Staff and Students PROCESS E. PROGRAM OBJECTIVES Reality Therapy Communications

H. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Verbal - Non-verbal Contact Instrument	I. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
1. Communications through Reality Therapy techniques will be developed as follows in inservice group sessions. a. Focus on individual responsibility rather than punitive measures. b. Direct attention to conscious behavior instead of insights to unconscious thoughts and feelings. c. Emphasis on the present, not the past. d. Stress the need for value judgment by the child for his behavior. e. Actively "teach" responsible behavior via the plan and commitment.	1. Quarterly	1. Project Director 2. Project Staff	1. Individual plan development.

IV E. LOCAL EDUCATIONAL AGENCY (LEA) COMMITMENT

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LOCAL EDUCATIONAL AGENCY (LEA) COMMITMENT

The Compton Unified School District's support will be provided through commitment of in-kind resources, school facilities, business services, and administrative consulting and planning time. The resources of the LEA will be continually employed in a needs assessment evaluation. Therefore, the LEA will examine the gap between the goals of the bilingual plan and the existing state of affairs. The LEA will be committed to the evaluation program such as an ongoing assessment of the needs of the student, of the community, and of the Spanish-speaking groups in relation to the current status or accomplishment of the bilingual program.

The LEA, through its management process, will be responsible for an ongoing schedule for staff development with LEA resource personnel.

The Guidance Department will develop a pre- and post-testing schedule for the project research design. This Department will also give teacher inservice pre- and post-testing workshops and interpret statistical data resulting from the pre- and post-testing of the project children. In addition, standard school equipment and materials, local school resource teachers, and other special staff personnel will also be committed to this program.

The LEA agrees to carry out the grant terms and conditions of Grant No. OEG-0-9-140229-4156 between the Compton Unified School District and the United States Office of Education and the Manual for Project Applicants and Grantees, April 20, 1971, as well as the provisions of the proposal for the Compton Bilingual Education plan-project Number 97-00229 as amended.

IV F. BUDGET REQUIREMENTS

Pages 89 - 95

88b

DESCRIPTIVE EXPENDITURE ACCOUNT

Expense Class	Name - Title, Purpose, or Item	Project Time		Quantity	Salary or Cost	Budgeted Amount
		Full	Part			
Salaries - Professional						
	1. Project Coordinator (Frank Goodman)	X		1	$18,198	$18,198
	2. Bilingual Second Grade Teacher	X		1	14,500	14,500
	3. Bilingual Third Grade Teacher	X		1	11,000	11,000
	4. Bilingual Fourth Grade Teacher	X		1	10,000	10,000
						(53,698)
Salaries - Non-Professional						
	5. Project Clerk III - Bilingual (Mrs. Josefina Corpus)	X		1	6,000	6,000
	6. Bilingual Instructional Aides (six hours daily) ($3,610 per aide)	X		6	21,660	21,660
	7. Community Aide-six hours daily	X		1	3,800	3,800
						(31,460)
Contracted Services						
	8. Services of non-certificated music, dance and artist instructors		X	2	3,800	3,800
	9. Independent Education Accomplishment Audit		X	30 days	2,000	2,000
	10. Internal Evaluator $100 per day for 30 days			30 days	3,000	3,000

Expense Class	Name - Title, Purpose, or Item	Project Time Full	Project Time Part	Quantity	Salary or Cost	Budgeted Amount
Contracted Services - Continued						
11.	Programmatic Evaluation of the on-going Instructional Process		X	30 days	$2,000	$2,000
12.	Compton College - Inservice Training for Bilingual Aides			36 session	1,000	1,000
						($11,800)
Materials and Supplies						
13.	Office Materials and Supplies for Bilingual Clerk			10 months	200	200
14.	Instructional Materials and Supplies: books, tapes, records, films, models, charts, filmstrips, workbooks, consumable supplies-for six classes			10 months	3,800	3,800
						($ 4,000)
Travel						
15.	$25 monthly car allowance allowed by District			10 months	250	250
16.	Visits to other programs, attendance at educational conferences, and conferences with consulting agencies			10 months	1,000	1,500
						($ 1,750)
Other Expenses						
17.	Parent Advisory Council Expense			10 meetings	200	200
18.	Inservice Training Materials needed for Bilingual Aide College class (professional books, tapes, consumable supplies, films, records)			36 sessions	500	500
						($ 700)

Expense Class	Name - Title, Purpose, or Item	Project Time Full Part	Quantity	Salary or Cost	Budgeted Amount
Capital Outlay					
	19. Telephone Service	10 months		$ 100	$ 100
Fixed Charges					
	20. Annuity - Certificated $14. per year per employee four employees x $14.				56
	21. Retirement - Certificated 3% of gross salary-53,698 x .03				1,611
	22. Retirement - Classified 7.5% of gross salary 31,460 x .075				2,360
	23. OASDI - Classified 5.2% of gross salary .052 x 31,460				1,636
	24. Workmens Compensation .0059 x 85,158				502
	25. Insurance per year per employee 350 x 1.2				4,200
	Sub Total				$ 10,365
	GRAND TOTAL				$113,873.

The proposed budget summary and its descriptive expenditure account are correct and the expenditures included herein are deemed properly chargeable to the continuous grant award for budget period June 1, 1972 to May 31, 1973.

Roy C Brooks
Roy C. Brooks
Director
Accounting and Budgeting

Frank M Goodman
Frank M. Goodman
Project Manager

Samuel B Williams
Samuel B. Williams
Director
Federal/State Projects

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

PROGRAMS UNDER BILINGUAL EDUCATION ACT, TITLE VII, ESEA *(P.L. 90-247)*
PART III – PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

PLEASE READ INSTRUCTIONS BEFORE COMPLETING THIS FORM

FORM APPROVED
O.M.B. NO. 51-R0837

NAME AND ADDRESS OF AGENCY
Compton Unified School District
604 South Tamarind Avenue, Compton, California 90220

PROJECT NUMBER
14-0229

GRANT NUMBER
OEG-0-9-140229-4156

STATE
California

PART I – EXPENDITURES

(Check One) XX PROPOSED BUDGET SUMMARY *(Attach detail schedules)*
☐ ESTIMATED EXPENDITURE REPORT
☐ FINAL EXPENDITURE REPORT

BUDGET PERIOD *(Month, day & year)*
BEGINNING 6/1/72
ENDING 5/31/73

EXPENDITURE ACCOUNTS			EXPENSE CLASSIFICATION								
			SALARIES								
	FUNCTIONAL CLASSIFICATION (1)	ACC'T NO. (2)	PROFESSIONAL (3)	NON-PROFESSIONAL (4)	CONTRACTED SERVICES (5)	MATERIALS AND SUPPLIES (6)	TRAVEL (7)	EQUIPMENT (8)	OTHER EXPENSES (9)	TOTAL EXPENDITURES (10)	NEGOTIATED BUDGET (11)
1	Administration	100	$	$	$	$	$		$	$	$
2	Instruction	200	53,698	31,460	11,800	4,000	1,750		700	103,408	
3	Attendance Services	300									
4	Health Services	400									
5	Pupil Transportation Services	500									
6	Operation of Plant	600									
7	Maintenance of Plant	700							100	100	
8	Fixed Charges	800							10,365	10,365	
9	Food Services	900									
10	Student-body Activities	1000									
11	Community Services	1100									
12	Remodeling	1220c									
13	Capital Outlay *(Equipment only)*	1230									
14	TOTAL →		$ 53,698	$ 31,460	$ 11,800	$ 4,000	$ 1,750	$	$ 11,165	$ 113,873	$
15	Negotiated Budget →		$	$	$	$	$	$	$		$

OE FORM 4491-2, 9/70

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

PROGRAMS UNDER BILINGUAL EDUCATION ACT, TITLE VII, ESEA *(P.L. 90-247)*
PART III – PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

PLEASE READ INSTRUCTIONS BEFORE COMPLETING THIS FORM

FORM APPROVED
O.M.B. NO. 51-R0837

NAME AND ADDRESS OF AGENCY: Compton Unified School District
604 So. Tamarind Ave., Compton, Calif. 90220

PROJECT NUMBER:

GRANT NUMBER: O.E.G.-0-9-140229-4156

STATE: California

PART I - EXPENDITURES

(Check One) ☐ PROPOSED BUDGET SUMMARY *(Attach detail schedules)*
☒ ESTIMATED EXPENDITURE REPORT
☐ FINAL EXPENDITURE REPORT

BUDGET PERIOD *(Month, day & year)*
BEGINNING: 6-1-71
ENDING: 5-31-72

	EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION								
			SALARIES								
	FUNCTIONAL CLASSIFICATION (1)	ACC'T NO. (2)	PROFESSIONAL (3)	NON-PROFESSIONAL (4)	CONTRACTED SERVICES (5)	MATERIALS AND SUPPLIES (6)	TRAVEL (7)	EQUIPMENT (8)	OTHER EXPENSES (9)	TOTAL EXPENDITURES (10)	NEGOTIATED BUDGET (11)
1	Administration	100	$ 45,473	$ 33,567	$ 7,500	$ 6,146	$ 1,250		$ 700	$ 94,636	$ 103,059
2	Instruction	200									
3	Attendance Services	300									
4	Health Services	400									
5	Pupil Transportation Services	500									
6	Operation of Plant	600							100	100	100
7	Maintenance of Plant	700									
8	Fixed Charges	800							9,882	9,882	9,665
9	Food Services	900									
10	Student-body Activities	1000									
11	Community Services	1100									
12	Remodeling	1220c									
13	Capital Outlay *(Equipment only)*	1230						299		299	249
14	TOTAL →		$ 45,473	$ 33,567	$ 7,500	$ 6,146	$ 1,250	$ 299	$ 10,682	$ 104,917	$
15	Negotiated Budget →		$ 53,698	$ 35,260	$ 7,500	$ 4,651	$ 1,250	$ 249	$ 10,465		$ 113,073

OE FORM 4491-2, 9/70

PART II – SUMMARY – AUTHORIZATIONS, EXPENDITURES, AND BALANCES OF TITLE VII, ESEA FUNDS

BUDGET PERIOD *(Month, day, and year)* BEGINNING	ENDING	
6-1-71	5-31-72	☒ ESTIMATED EXPENDITURE REPORT ☐ FINAL EXPENDITURE REPORT

1. Amount authorized for expenditures for budget period shown above		$ 113,073
a. Unexpended funds from grant awarded for prior budget period, authorized for expenditure this budget period	$	
b. Approved grant award for budget period shown above	$ 113,073	
c. TOTAL FUNDS AUTHORIZED FOR BUDGET PERIOD ABOVE *(Same as item 1)*	$ 113,073	
2. Expenditures during budget period shown above		$ 104,908
3. Unexpended balance of funds authorized for expenditure during budget period *(Line 1 minus line 2)*		$ 8,156

PART III – CUMULATIVE TOTALS – GRANT AWARDS AND CASH RECEIVED SINCE PROJECT BEGAN

1. Total amount of grant awards issued to date	$
2. TOTAL AMOUNT OF FEDERAL CASH RECEIVED TO DATE	$

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD

SIGNATURE OF PROJECT FISCAL OFFICER Roy C Brooks. Roy C. Brooks, Director Accounting & Budgeting	DATE Mar 15, 1972
SIGNATURE OF PROJECT DIRECTOR Frank M. Goodman	DATE

FOR OFFICE OF EDUCATION USE ONLY

ACCOUNTING DATA *(Program offices will complete items marked with an asterisk (*))*

RECORD TYPE (1)	* FISCAL YEAR (2)	APPROPRIATION SYMBOL * / COMMON ACCOUNTING NO. * (3-9)	* EFFECTIVE DATE *(Mo., Day, Year)* (10-15)	* REF. CODE (16-18)	* OBLIGATION/ DOCUMENT NUMBER (19-28)	* REF. CODE (29-31)	* CURRENT DOCUMENT NUMBER (32-41)	* OBJECT CLASS (42-45)

* AMOUNT *(Dollars and cents)* (46-57)	* NEGATIVE CODE	* ADMIN./ PROGRAM (58)	* SCI./ NON-SCI. (59)	* PRIMARY VENDOR NUMBER (60-74)	* SECONDARY VENDOR NUMBER (75-89)	* MANAGEMENT ACCOUNT CODE (90-99)

* MANAGEMENT SUB-ACCOUNT CODE (106-113)	TRANSACTION CODE (114-116)	MODIFIER CODE (117)	REVERSE CODE (118)	GENERAL LEDGER ACCOUNTS (119-126)	VOUCHER SCHEDULE NUMBER (127-132)	PROGRAM PLANNING BUDGET CODE (133-140)	BALANCE OF PAYMENTS CODE (141-142)	GOVT./ NON-GOVT. (143)	MACHINE NUMBER (144)

OE FORM 4491-2, 9/70

V ATTACHMENTS PROGRAM DEVELOPMENT CONSIDERATIONS

V A. BILINGUAL-BICULTURAL CURRICULUM AND MATERIALS DESCRIPTION OF PROCEDURES

Pages 97 - 107

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Bilingual-Bicultural Curriculum and Materials Description of Procedures

The four major activities for developing the Compton Bilingual-Bicultural 1971-72 Plan were: (a) development of Spanish language curriculum materials for grades kindergarten through third; (b) training of professional teachers and paraprofessional staff (see teacher and paraprofessional in-service training courses in appendices); (c) field testing through actual classroom application; (d) evaluation in the cognitive and affective domain.

The 3rd year program included a bilingual-bicultural treatment on the following ethnic groups; (a) Mexican Nationals, native Spanish speakers; (b) Mexican-Americans (Chicanos) two groups-native Spanish speakers and English language speakers only, and Black English speakers only.

The attached diagrammatic representation shows how this treatment was distributed across the seven experimental classes, kindergarten through third grade, constituting the Jefferson School experimental population. In summary, this treatment included non-Spanish speaking, Spanish surname, Black and Anglo English speaking participants in the experimental classes. All pre and post test instruments in affective and cognitive areas were given in both English and Spanish.

The 3rd year bilingual curriculum evolved itself from the following classroom strategies in grades one, two and three.

1. Readiness training in Spanish during the first school period (12 weeks).
2. Basic skills taught in Spanish comparable to conventional first, second, and third grade instruction in English.
3. Coordinate bilingual instruction to transfer the basic skills in English as determined by student readiness, pre and post test results of past two years and demonstrated conceptual performance by individual student growth.

The compilation and integration of the Spanish and English language curricula has been a team effort among the community, paraprofessional and professional staff members. This enormous task was accomplished by a team teaching approach. The 3 Title VII bilingual teachers teamed in two classes of their appropriate grade level for 1/2-day with a regular English speaking colleague.

Classroom management in the bilingual colleague environment produced five small heterogeneous groups for optimal learning. However, this classroom management design did not commence until after 5 months of experimentation whereby evolved the teacher-felt-need for facilitating the natural method of language acquisition through a hetergeneous grouping of Spanish and English speaking children together. This provided the greatest utilization of environment and social conditions of the classroom. The bilingual curriculum was developed from this basic promise that children can learn a second language from one another, naturally and easily through a group process approach.

Curriculum and Materials - Continued

The "Método Eclectico" and the "Guía Didáctica Para La Enseñanza De Lectura En el Programa Bilingue" were used as guidelines in all curricular material development.

Classroom application for the third year has been as follows: Bilingual instructional aides worked under the supervision of both the bilingual and colleague (English speaking teacher) to carry out her instructional tasks. The experimental bilingual treatment involved a readiness training in Spanish for both the native and non-native speaker in a colleague-bilingual teacher team. Basic skills were taught in Spanish comparable to conventional first, second, and third grade instruction in English. A coordinate bilingual technique was used to transfer the basic skills to English as determined by student readiness pre and post test results of the past two years and demonstrated conceptual performance by individual student growth. The native speakers of English in the same classroom were taught Spanish as a second language and participated in native language instruction on a one to one "buddy" relationship. The following instructional schedules used in the designated Title VII classrooms gave equal time for both languages, instruction based on the child's dominant language, and a strong English as-a-second-language program.

Bilingual 1st - Spanish language treatment. Coordinate bilingual technique given by bilingual teacher in a colleague team arrangement.

Daily Schedule - A.M. - Room 19

9:15 - 9:30	Lang. Arts
9:30 - 10:00	Reading - Gp. I
10:00 - 10:15	Recess
10:15 - 10:45	Reading Gp. II
10:45 - 11:15	Reading Gp. III

P.M. - Room 10

12:20 - 12:50	Reading Gp. I
12:50 - 1:15	Reading Gp. II
1:15 - 1:30	Recess
1:30 - 2:00	Reading Gp. III
2:00 - 2:15	Lang. Arts.

Bilingual 2nd - Spanish language treatment. Coordinate bilingual technique given by bilingual teacher in a colleague team arrangement.

Daily Schedule - A.M. - Room 13

9:00 - 9:15	Total class in Spanish
9:15 - 10:00	Reading
10:00 - 10:15	Recess
10:15 - 10:45	Language Arts
10:45 - 11:15	Spelling/Handwriting

Curriculum and Materials - continued

P.M. - Room 19

12:00 - 12:15	Total class in Spanish
12:15 - 1:00	Reading
1:00 - 1:45	Language Arts
1:45 - 2:15	Spelling/Handwriting

Bilingual 3rd - Spanish language treatment. Coordinate bilingual technique given by bilingual teacher in a colleague team arrangement.

Daily Schedule - A.M. - Room 18

9:00 - 9:15	Opening exercises
9:20 - 9:45	Spanish
9:45 - 10:00	Reading Gp. I
10:00 - 10:15	Recess
10:15 - 11:00	Reading Gp. II
11:00 - 11:45	Reading Gp. II - I

P.M. - Room 17

12:40 - 1:00	Spanish
1:00 - 1:15	Reading Gp. I
1:30 - 2:00	Reading Gp. II
2.00 - 3:00	Reading Gp. II - I

Materials and Curriculum (First Grade) Spanish Language

A. Published Materials

1. Aprende el ABC Vocalizando	Latin-American Productions Los Angeles, California
2. Abecedario de los Animales	Latin-American Productions Los Angeles, California
3. Aprendo las Letras	Latin-American Productions Los Angeles, California
4. Selecciones de Abecedarios	Latin-American Productions Los Angeles, California
5. Pequeños Libros de Oro	Hefferman Supply Co., Inc. San Antonio, Texas
6. Siluetas de Oro	Hefferman Supply Co., Inc. San Antonio, Texas

Curriculum and Materials - continued

7. Imágenes y Palabras Book 1 (Lectura)	Latin-American Productions Los Angeles, California
8. Libro del Maestro - Para la Enseñanza Activa del Idioma	Latin-American Productions Los Angeles, California
9. Lengua Española-Primer Curso	Latin-American Productions Los Angeles, California
10. ABC - Leo y Escribo	Latin-American Productions Los Angeles, California
11. Sorpresas y Maravillas	Latin-American Productic Los Angeles, California
12. Preprimario de Lectura	Latin-American Productions Los Angeles, California
13. Pepín en Primer Grado	Latin-American Productions Los Angeles, California
14. Primero de Lectura	Latin-American Productions Los Angeles, California
15. Amanecer en mi Jardín	Latin-American Productions Los Angeles, California
16. Lengua Española - Segundo Grado	Latin-American Productions Los Angeles, California
17. Libro Segundo de Lectura	Latin-American Productions Los Angeles, California
18. Libro de Cuentos	Latin-American Productions Los Angeles, California
19. Libro Primero de Lectura por Aguayo	Latin-American Productions Los Angeles, California
20. Arboleda 1	Latin-American Productions Los Angeles, California
21. Gaviota 1	Latin-American Productions Los Angeles, California
22. Libro Guía para el Primero Año de Enseñanza Primaria	Latin-American Productions Los Angeles, California

B. Films (36 films - Obtained from the Los Angeles County Spanish Language Service)

La Escuela

Fray Felipe

Fray Felipe

El Cumpleaños de Pepita

Curriculum and Materials - continued

En Casa
Pablo de Yucatan
People of Mexico
El Recreo
Un Viaje
Un Viaje a Mexico
Una Familia de Un Pueblo Mexicano
El Partido de Beisbol
Mexico Rural - Niños
Los Pastores Vascos
El Cumpleaños de Pepita
El Perico
El Porquero
El Tortillero

La Piñata
El Jardín Zoológico
Los Tres Osos
Caperucita Roja
La Gallinita Sabia
El Patito Feo
Una Familia de Petirrojos
El Cumpleaños de Pepita
El Perico
El Porquero
El Tortillero
La Piñata
How to Catch a Cold (Spanish)
Juan y su Burro
La Comida

C. Audio Visual Material Used

1. Famous Mexican Americans	Educational Consulting Assoc. -Menlo Park, California
2. Didactic Charts	Bilingual Educational Services - So. Pasadena, Calif.
3. Canciones Infantiles	Bilingual Educational Services- So. Pasadena, Calif.
4. Records, Cuentos Infantiles	Bilingual Educational Services
5. Mexican History Filmstrips	Bilingual Educational Services
6. Reading and Writing Series in Spanish	Bilingual Educational Services

Curriculum and Materials - continued

D. Special Compton Bilingual Project Materials

1. Specialized - Coordinate Bilingual Technique Instruction
2. Transgrouping
3. Social Studies Unit - Domestic and Wildlife - Animals - Marine Life
4. Seasonal Activities

Materials and Curriculum (Second Grade) Spanish

A. Published Materials

1. Imágenes y Palabras Book 1. (Lectura)	Latin-American Productions Los Angeles, California
2. Imágenes y Palabras Book 2 (Lectura)	Latin-American Productions Los Angeles, California
3. Libro del Maestro - Para la Enseñanza Activa del Idioma Volumes I and II	Latin-American Productions Los Angeles, California
4. ABC - Leo y Escribo	Latin-American Productions Los Angeles, California
5. Lengua Española- Primer Grado	Latin-American Productions Los Angeles, California
6. Lengua Española - Segundo Grado	Latin-American Productions Los Angeles, California
7. Pepín en Primer Grado	Latin-American Productions Los Angeles, California
8. Primero de Lectura	Latin-American Productions Los Angeles, California
9. Amanecer en mi Jardín	Latin-American Productions Los Angeles, California
10. Sorpresas y Maravillas	Latin-American Productions Los Angeles, California
11. Libro Primero de Lectura por Aguayo	Latin-American Productions Los Angeles, California
12. Libros de Cuentos	Latin-American Productions Los Angeles, California

Curriculum and Materials - continued

13. Asorted Aficiones	Latin-American Productions Los Angeles, California
14. Assorted Tiempo Libre	Latin-American Productions Los Angeles, California
15. Libro Segundo de Lectura por Aguayo	Latin-American Productions Los Angeles, California
16. Arboleda I	Latin-American Productions Los Angeles, California
17. Gaviota 1	Latin-American Productions Los Angeles, California

B. Films (36 films - Obtained from the Los Angeles County Spanish Language Series) - see first film list

C. Audio Visual Materials Used

1. Famous Mexican Americans	Educational Consulting Assoc. - Menlo Park, Calif.
2. Didactic Charts	Bilingual Educational Services -So. Pasadena, Calif.
3. Canciones Infantiles	Bilingual Educational Services - So. Pasadena, Calif.
4. Records, Cuentos Infantiles	Bilingual Educational Services
5. Mexican History Filmstrips	Bilingual Educational Services
6. Reading and Writing Series in Spanish	Bilingual Educational Services

D. Special Compton Bilingual Project Materials

1. Specialized - Coordinate Bilingual Technique Instruction
2. Transgrouping
3. Group Processes for vertical expansion to 3rd grade
4. Selective reading - Bilingual Technique
5. Spanish as a second language technique

Curriculum and Materials - continued

THIRD GRADE - Materials and Curriculum

A. Published Materials

1. Selecciones de Abecedarios	Latin-American Productions Los Angeles, California
2. Libro del Maestro para la Enseñanza Activa del Idioma - Volumes I and II	Latin-American Productions Los Angeles, California
3. ABC Leo y Escribo de Lectura - Primero	Latin-American Productions Los Angeles, California
4. Lengua Española Primer Grado	Latin-American Productions Los Angeles, California
5. Lengua Española Segundo Grado	Latin-American Productions Los Angeles, California
6. Diccionario del Lenguaje Usual	Latin-American Productions Republic Dominicana
7. Amanecer en mi Jardín	Latin-American Productions Los Angeles, California
8. Sorpresas y Maravillas	Latin-American Productions Los Angeles, California
9. Arboleda 1	Latin-American Productions Los Angeles, California
10. Arboleda 2	Latin-American Productions Los Angeles, California
11. Gaviota - Actividades Manuales y Artísticas - Primer Curso	Latin-American Productions Los Angeles, California
12. Assorted Aficiones	Latin-American Productions Los Angeles, California
13. Assorted Tiempo Libres	Latin-American Productions Los Angeles, California
14. Libro Guía para el Segundo y Tercer Año de Enseñanza Primaria	Latin-American Productions Los Angeles, California

B. Films (36 films - Obtained from the Los Angeles County Spanish Language Series) - see first film list

Curriculum and Materials - continued

C. Audio Visual Material Used

1. Famous Mexican Americans	Educational Consulting Assoc. -Menlo Park, Calif.
2. Didactic Charts	Bilingual Educational Services -So. Pasadena, Calif.
3. Canciones Infantiles	Bilingual Educational Services -So. Pasadena, Calif.
4. Records, Cuentos Infantiles	Bilingual Educational Services
5. Mexican History Filmstrips	Bilingual Educational Services
6. Reading and Writing Series in Spanish	Bilingual Educational Services

D. Special Compton Bilingual Project Materials

1. Specialized - Coordinate Bilingual Technique Instruction
2. Transgrouping
3. Group Processes for vertical expansion to 4th grade
4. Selective Reading - Bilingual Technique
5. Spanish as a second language technique
6. Pre-Hispanic literature development

FOURTH GRADE - Vertical Expansion from Bilingual Third Grade

A. Materials and Curriculum (Fourth Grade) Spanish Language

1. Selecciones de Abecedarios	Latin-American Productions Los Angeles, California
2. Libro del Maestro para la Enseñanza Activa del Idioma-Volumes I and II	Latin-American Productions Los Angeles, California
3. ABC Leo y Escribo de Lectura - Primero	Latin-American Productions Los Angeles, California
4. Lengua Española Primer Grado	Latin-American Productions Los Angeles, California

Curriculum and Materials - continued

5. Lengua Española Segundo Grado	Latin-American Productions Los Angeles, California
6. Diccionario del Lenguaje Usual	Latin-American Productions Republic Dominican
7. Amanecer en mi Jardín	Latin-American Productions Los Angeles, California
8. Sorpresas y Maravillas	Latin-American Productions Los Angeles, California
9. Arboleda 1	Latin-American Productions Los Angeles, California
10. Arboleda 2	Latin-American Productions Los Angeles, California
11. Gaviota - Actividades Manuales y Artísticas - Primer Curso	Latin-American Productions Los Angeles, California
12. Assorted Aficiones	Latin-American Productions Los Angeles, California
13. Assorted Tiempo Libres	Latin-American Productions Los Angeles, California
14. Libro Guía para el Segundo y Tercer Año de Enseñanza Primaria	Latin-American Productions Los Angeles, California

B. Films (36 films - Obtained from the Los Angeles County Spanish Language Series) - see first film list.

C. Audio Visual Material to be used

1. Famous Mexican Americans	Educational Consulting Assoc. -Menlo Park, Calif.
2. Didactic Charts	Bilingual Educational Services -So. Pasadena, Calif.
3. Canciones Infantiles	Bilingual Educational Services -So. Pasadena, Calif.
4. Records, Cuentos Infantiles	Bilingual Educational Services
5. Mexican History Filmstrips	Bilingual Educational Services
6. Reading and Writing Series in Spanish	Bilingual Educational Services

Curriculum and Materials - continued

D. Special Compton Bilingual Project Materials

- Historia Antigua
- El Virreinato
- La Independencia
- Mexico Independiente
- La Reforma
- México a través de los Siglos
- Historia de México - Etapas Precortesiana y Colonial
- Historia de la Vivienda
- Historia del transporte terrestre
- Benito Juárez
- La Nueva España
- La epopeya de Hidalgo
- Las campañas de Morelos y de Mina
- La consumación de la Independencia
- Nace la República Federal
- México lucha por su existencia
- El hombre primitivo
- Primeros pobladores de México I
- Primeros pobladores de México II
- Peregrinación Azteca
- La fundación de México-Tenochtitlán
- Cultura prehistórica
- Historia del Traje
- La guerra de Reforma y la Intervención
- La resistencia de Juárez
- El triunfo de la República
- La época porfiriana I
- La época porfiriana I
- Madero
- Hacia la Constitución actual
- La victoria de los constitucionalistas
- El Museo de Historia

V B. Behavioral Objectives

Pages 108 - 144

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BEHAVIORAL OBJECTIVES FOR BILINGUAL INSTRUCTION:

NOTE: All examples are given in English. However, every test item should be presented in both languages. In the phonics section (IAlc) different pictures will need to be selected, but the same test items can be constructed.

Categories of Objectives:

I. Language

II. Mathematics

III. Problem Solving and Logical Operations

IV. Social Studies

V. Science

VI. Health and Personal Hygiene

VII. Music

VIII. Art

IX. Socialization

CRITERIA FOR GRADE LEVEL ACHIEVEMENT

Until data on which to base grade norms are available, it is suggested that content for each grade level be selected from the instructional materials presented during the academic year; for vocabulary acquisition, and other basic skills, the same sequence of items can be given, but with a larger number of more difficult elements. Eventually, cutoff points (norms) for various levels can be established.

Behavioral Objectives: I. Language

I. A. Written

1. Alphabet
    a. Recognition
    b. Reproduction
    c. Sounding (Phonics)
    d. Blending (word reading)

2. Comprehension
    a. Sentences
    b. Paragraph (story)
    c. Rhyming

3. Production
    a. Write word from dictation
    b. Write sentence from dictation
    c. Compose description of picture
    d. Produce own story

4. Grammar
    a. Opposites
    b. Prepositions
    c. Pronouns
    d. Correspondence
        Gender; subject-verb

IA1a. Letter recognition:

1. Given three lower case letters, child will mark letter named by teacher.

    Examples:

k	c	o	Mark the c.
t	m	h	Mark the h.

2. Given three upper case letters, child will mark letter named by teacher.

    Examples:

B	D	U	Mark the B
A	O	N	Mark the O

3. Given letter in lower case, child will write upper case letter, and vice versa.

4. Given three words, child will mark word which includes letter given by teacher.

    Examples:

bird	house	doll	Mark the word with a b.
toy	fire	tree	Mark the word with an f.

IA1b. Letter reproduction:

3. Child will write letter given by teacher, as dictated.

2. Child will write own name.

1. Child will copy letters as presented in model.

IA1c. Sounding

1. Given pictures of three objects, child will mark picture which begins with the sound of letter at top of page:

b
(house) (ball) (car)

l
(lion) (cat) (apple)

2. Given pictures of three objects, child will mark picture which ends with sound of letter:

t　　　　　　　　　　　　　　r
(cat) (tomato) (dog)　　　　(rose) (cap) (car)

3. Given a picture of an object, child will select from four letters one which begins or ends word, as indicated: Mark the letter which tells how the word (begins) (ends).

(BEGINS) (dog)　　　　(house)
b d o m　　　　h r p m
(ENDS) (cat　　　　(frog)
c p t r　　　　f l y g

4. Given pictures of four objects, child will mark the two which begin or end with same sound:

(baby) (doll) (apple) (ball)
(house) (boot) (flag) (egg)

5. Given a word, child will mark appropriate picture of three alternatives: Baby

(baby) (ball) (man)

IA1d. Blending:

1. Given a diphthong, child will mark one of three pictures with that sound.

fl　　　　　　　　　　　　sh
(flag) (cradle) (box)　　　　(dish) (house) (chair)

2. Given a picture, child will mark word:

(car)　　　　　　　　(flag)
cap table car　　　　flag box dog

3. Given a set of twenty pictures and twenty words randomly selected from the pre-primers or readers used during the year, child will match the written word with the picture by drawing a line connecting word and picture.

IA2a. Sentence comprehension:

1. Given a picture, child will select one of three sentences which describes it:

(boy washing teeth)　　　　Pepe is washing his teeth.
Lola is combing her hair.
Mama is washing dishes.

2. Given a sentence, child will mark one of three pictures which correspond to it:

Anna is combing Lola's hair.　　　　(girl combing own hair)
(girl feeding a doll)
(girl combing doll's hair)

IA2b. Paragraph comprehension:

1. Given a short paragraph (in English or Spanish) child will select from each of three pairs of pictures the one based on the content.

   Example:

   It is Pepe's birthday. He is six years old. His mother made him a birthday cake. Lola gave him a present. Pepe is very happy.

   (cake with one candle); (cake with six candles)
   (present: box with ribbon): (doll)
   (boy with happy face) (boy with sad face)

2. Given a passage without punctuation, child will supply missing punctuation marks.

   Example:

   mary went to the store her mother went with her mary asked her mother to buy her a doll a hat and some candy her mother said do you think i have so much money

IA2c. Rhyming:

1. Given the names of three pictures, child will mark the one which rhymes to word given orally by teacher.

   Example: Here is a ball, a house, and a tree.
   Mark the one which rhymes with "tall".

2. Given several pairs of words, child will mark all the pairs which rhyme.

   Example: ball fall; top cop; up down; come comb;
   rat rabbit; bake cake

IA3a. Write word from dictation (spelling):

1. Given word selected at random from any primer used during school year (in English or Spanish) child will write legibly and spell correctly (without reversals or mirror writing). (Twenty words)

2. Given a picture similar to ones found in appropriate primer or reader, child will spell word without oral or visual cues. (Twenty words)

IA3b. Write sentence from dictation:

1. Given a short sentence (four to six words) orally, using vocabulary included in appropriate primer or reader, child will write sentence.

2. Given three related words, child will write sentence using these words.

Example: baby ball play
Expected response: The baby likes to play with the ball.
Example: boy hit bat
Expected response: The boy hit a ball with his bat.

3. Given a picture similar to those found in appropriate level primer, child will write simple sentence describing it.

Example: (dog running, boy chasing dog)
Expected responses: The dog is running. or The boy is chasing the dog.

4. Given a situation, child will compose appropriate story.

Example: Write a letter asking your mother to come to the school play.
Write a peom for a valentine.
Write an invitation for a birthday party.

5. Given three pictures which present a story sequence, child will write own ending, after describing each picture.

Example: (boy finds dime) (boy at candy store) (boy with bag of candy) (friend holds out hand)
Expected response: Pepe gave his friend some candy.

Behavioral Objectives: I. Language (continued)

I. B. Oral--From written text (2-5)

1. Recite alphabet from memory
2. Name letters presented out of order
3. Give sound of letter
4. Read words
5. Read sentences and paragraphs

I. C. Oral--Receptive

1. Follow directions
2. Memorize rhymes, poems, etc.

I. D. Oral--Expressive

1. In class
2. With peers

NOTE: ALL Oral Language Behaviors must be evaluated by teacher within classroom context.

IB2,3. Pupils will produce the English name and sound of the letters of the alphabet when these are presented in lower or upper case, in random order.

Children will read orally from Lengua Curso Primero when called on at random.

Given any of the six large pictures from the "Beginning Spanish through Pictures and Story" the pupils will be able to produce an oral (Spanish) description consisting of at least three sentences, with correct subject-verb agreement, article-noun correspondence and appropriate adjectives and adverbs, prepositions, etc. a. Los Animales del Rancho b. La Casa c. El Mercado d. La Ciudad e. Los Cuartos de la Casa f. La Familia

Pupils will execute directions given in Spanish and English, e.g. "open the window" "shut the door" "pass out the books" etc.

Given two or three lines of a poem, child will supply orally the appropriate lines.

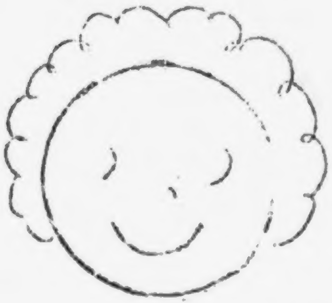
Pupils will produce the Spanish name and sound for each letter of the alphabet when graphemes are presented in a random order.

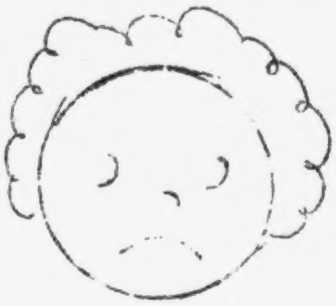
Given three words selected from "Lengual Espanolá" child will mark word spoken by teacher.

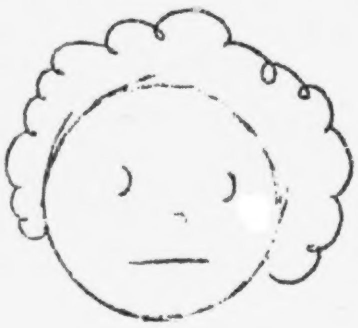
After teacher has presented a short poem, children will select and mark from among three alternatives the picture which shows they understand the poem.

Example: Listen to this poem and then mark the picture that shows how Mary will feel:

Mary, Mary, quite contrary
How does your garden grow?
With..........(etc.)







Behavioral Objectives: II. Mathematics

II. A. Numerals (Ordinal and Cardinal)

1. Recognition
2. Reproduction
3. One-to-one correspondence
4. Comprehension (associate numeral with quantity of objects)

II. B. Operations

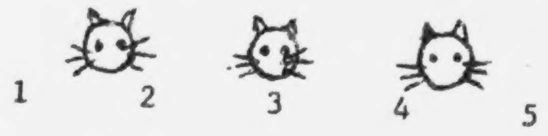
1. Counting
2. Addition
3. Subtraction
4. Measurement
5. Clock and calendar

II. C. Terminology

1. Language: more, less, etc.
2. Symbols: equal, more than, less than

II. D. Geometric Shapes

IIA4. Children will circle numeral which tells quantity of objects in a picture.



Given a series of pictures and the numerals from 1-5, pupils will circle the one which represents the quantity of objects shown.

Given pictures showing sets of objects, children will mark a numeral from 1-5 indicating the number of elements in the set.

Using a ruler, child will measure length of a given line and write this length as his answer.

IIB5. a) Given pictures of three clock faces each with different time, children will mark face showing 1) time given by teacher, in both Spanish and English 2) time appropriate for given occasion, e.g. Mary is eating dinner".

b) Given a blank clock face, children will draw in hands to indicate time spoken by teacher, e.g., "Show where the big hand will be when it is 1) 12 o'clock 2) 6 o'clock, etc.

c) Children will write names of months of year, and days of week in Spanish and English.

d) Children given an unmarked calendar, will circle the current day and month.

e) Children will write the date on their test papers.

II. C. Pupils will locate objects according to location in response to directions such as: Mark the picture on the right
Mark the picture on the left
Mark the picture on the top
Mark the picture on the bottom
Mark the first picture
Mark the second picture
Mark the middle picture
Mark the last picture

II. D. Given any of five geometric shapes (square, triangle, circle, oval, or rectangle), pupils will a) mark one of three shapes which corresponds to the label presented in Spanish or English; b) produce the label for the shape orally, in either language as requested, and c) describe the critical features of each shape, e.g. "A triangle has three sides and three angles."

Geometric shapes: Circle, triangle, square, rectangle, and oval. Answer the following types of questions:

a) Given:

Mark the __________(square/space word for square)

b) What is this shape called? (Answer: triangle, triangulo)

c) What is a triangle? (Answer: a triangle is a shape with three lines and three angles).

d) What is the difference between a triangle and a square? (Answer: a triangle has three sides, a square has four. A triangle has three angles, a square has four).

e) Name some things that are shaped like a triangle? (Answer: tent, piece of pie, ice cream cone).

Counting with Objects

1. Mark the set with eight.
Trees: 10 6 8
2. Mark the set with seven.
Hats: 7 6 5
3. Mark the set with ten.
Blocks: 6 10 9
4. Mark the set with six.
Hearts: 6 10 5
5. Mark the set with nine.
Stars: 4 9 7

Counting Objects and Selecting Numerals

1. Count the bears. Mark the numeral that tells how many.
7 bears: 6 7 8 9 10
2. Count the dogs. Mark the numeral that tells how many.
10 dogs: 6 7 8 9 10

3. Count the airplanes. Mark the numeral that tells how many.
   6 airplanes: 6 7 8 9 10
4. Count the birds. Mark the numeral that tells how many.
   9 birds: 6 7 8 9 10
5. Count the butterflies. Mark the numeral that tells how many.
   8 butterflies: 6 7 8 9 10
6. Count the apples. Mark the numeral that tells how many.
   10 apples: 6 7 8 9 10
7. Mark the numeral that tells how many turtles.
   8 turtles: 6 7 8 9 10
8. Mark the numeral that tells how many balloons.
   9 balloons: 6 7 8 9 10
9. Mark the numeral that tells how many babies.
   6 babies: 6 7 8 9 10
10. Mark the numeral that tells how many cats.
    7 cats: 6 7 8 9 10

Number Problems: Add and Subtract

1. (POINT TO TOP PICTURE) There are eight candles on the birthday cake. Johnny takes away two. (POINT TO BOTTOM PICTURES) Mark the picture that shows how many candles will be left on the cake.
   8 candles on cake
   3 candles, 10 candles, 6 candles
2. (POINT TO TOP) There are five flowers in the vase. Betty adds three more. (POINT TO BOTTOM) Mark the picture that shows how many flowers will be in the vase.
   5 flowers in vase
   8 flowers, 2 flowers, 4 flowers
3. (POINT) Johnny has ten candy canes. He gives five to his brother. (POINT TO BOTTOM) Mark the picture that shows how many candy canes he will have left.
   10 candies
   2 candies, 5 candies, 8 candies
4. (POINT) There are four cookies in the jar. If Johnny adds three more, how many cookies will be in the jar? Mark it.
   4 cookies in jar
   7 cookies, 4 cookies, 1 cookie
5. There are three buttons on this dress. If Mommy adds two more, how many buttons will be on this dress? Mark it.
   3 buttons on dress
   1 button, 5 buttons, 6 buttons
6. There are five fish in the fishbowl. If Tom takes one away, how many fish will be left in the fishbowl? Mark it.
   5 fish in bowl
   6 fish, 2 fish, 4 fish

Selecting Numerals

1. Mark the numeral six. 4 6 8
2. Mark the numeral nine. 3 2 9
3. Mark the numeral seven. 7 4 2
4. Mark the numeral ten. 10 5 8
5. Mark the numeral nine. 7 8 9

Selecting Objects for Visually Presented Numerals
(HOLD UP NUMERAL CARDS)

1. (HOLD UP 6) Look at this numeral. Mark the set that has this many dogs.
   Dogs: 4 6 7
2. (9) Look at this numeral. Mark the set that has this many apples.
   Apples: 5 7 9
3. (8) Look at this numeral. Mark the set that has this many birds.
   Birds: 8 10 5
4. (7) Look at this numeral. Mark the set that has this many eggs.
   Eggs: 4 9 7
5. (10) Look at this numeral. Mark the set that has this many dogs.
   Dogs: 10 6 8

Selecting Objects for Visually Presented Numerals

1. (HOLD UP 1) Look at this numeral. Mark the set with this many fish.
   1 fish, 2 fish, 4 fish
2. (5) Look at this numeral. Mark the set with this many birds.
   4 birds, 5 birds, 2 birds
3. (3) Look at this numeral. Mark the set with this many turtles.
   2 turtles, 1 turtle, 3 turtles
4. (2) Look at this numeral. Mark the set with this many eggs.
   2 eggs, 4 eggs, 5 eggs
5. (5) Look at this numeral. Mark the set with this many cups.
   5 cups, 3 cups, 4 cups

Selecting Numeral and How Many?

1. Count the boats. Now mark the numeral that tells how many.
   2 boats: 1 2 3 4 5
2. Count the dogs. Now mark the numeral that tells how many.
   5 dogs: 1 2 3 4 5
3. Count the houses. Now mark the numeral that tells how many.
   1 house: 1 2 3 4 5
4. Count the butterflies. Mark the numeral that tells how many.
   4 butterflies: 1 2 3 4 5
5. Mark the numeral that tells how many birds.
   2 birds: 1 2 3 4 5

More Than, Less Than, Same Number

1. Look here. (POINT TO TOP BOX) The big box has one rabbit. (POINT TO BOTTOM BOXES) Mark the small box that has the same number.
   1 rabbit
   3 rabbits, 1 rabbit, 4 rabbits
2. Look here. (POINT) The big box has three tops. Mark the small box that has more than three.
   3 tops
   5 tops, 1 top, 2 tops
3. Look here. (POINT) The big box has four hammers. Mark the small box that has less than four.
   4 hammers
   6 hammers, 5 hammers, 2 hammers

4. The big box has two elephants. Mark the small box that has the same number.
   2 elephants
   2 elephants, 1 elephant, 3 elephants
5. The big box has five balls. Mark the small box that has less than five.
   5 balls
   3 balls, 5 balls, 6 balls
6. The big box has two keys. Mark the small box that has more than two.
   2 keys
   2 keys, 3 keys, 1 key

More Than, Less Than, Same Number

1. (POINT TO TOP SET) This set has six houses. (RUN FINGER ACROSS BOTTOM SETS) Mark the bottom set that has more than six.
   6 houses
   6 apples, 9 buttons, 5 cats
2. (POINT TO TOP) This set has eight knives. Mark the bottom set that has the same number.
   8 knives
   4 fish, 9 balls, 8 cats
3. (POINT) This set has seven ducks. Mark the bottom set that has more than seven.
   7 ducks
   5 airplanes, 9 cats, 7 girls
4. (POINT) This set has ten airplanes. Mark the bottom set that has less than ten.
   10 airplanes
   10 circles, 8 bananas, 11 balloons
5. (POINT) This set has nine circles. Mark the bottom set that has the same number.
   9 circles
   9 saws, 5 cats, 8 ducks

Shapes

1. Find the circle. Mark it.	Circle, triangle, square
2. Find the triangle. Mark it.	Circle, square, triangle
3. Find the square. Mark it.	Square, triangle, circle
4. Find the picture with a circle in it. Mark it.	Boy holding balloon, tree, chair
5. Find the picture with a square in it. Mark it.	Airplane, frog, truck with square body

Selecting Numerals

1. Mark the three.	1	3	4
2. Mark the five.	5	2	3
3. Mark the two.	4	1	2
4. Mark the one.	1	3	5
5. Mark the four.	2	1	4

Selecting Number of Objects

1. Mark the set that has two fish.	1 fish, 2 fish, 4 fish
2. Mark the set that has four birds.	4 birds, 5 birds, 2 birds
3. Mark the set that has one turtle.	2 turtles, 1 turtle, 3 turtles
4. Mark the set that has five eggs.	2 eggs, 4 eggs, 5 eggs
5. Mark the set that has three cups.	5 cups, 3 cups, 4 cups

Word Problems: Add and Subtract

1. There are three birds sitting on the fence. If two more birds come to sit on the fence, mark the numeral that tells how many birds there will be altogether. (5)

2. There are eight cookies on the plate. If Johnny eats one of them, how many cookies will there be? Mark the numeral. (7)

3. The chicken had five eggs. If two of them hatch, how many eggs have not hatched? Mark the numeral. (3)

4. Five children are wearing party hats. If two more children put on hats, how many children will be wearing party hats? Mark the numeral. (7)

5. There are four flowers in the glass. Mary is going to put one more flower in the glass. Tell me how many flowers will be in the glass altogether? Mark the numeral. (5)

III. Problem Solving and Logical Operations

A. Classification
B. Sequencing
C. Conservation - see Imagence y Palabras Unit on Conservation
D. Inferences

III.A. Given a mixed group of objects, pupils will be able to group elements according to various dimensions such as color, shape, size, number, etc. when questions are presented in Spanish or English.

Same and Not Same Booklet

A. Here are two pictures. Are they the same? Yes, they are the same. Now you tell me. Are they the same?
   Football, football
B. Are these the same? No, they are not the same. Now you tell me. Are these the same?
   Doll, cake
1. Are these the same? (YES)
   Hat, hat
2. Are these the same? (NO)
   Chicken, ice cream cone
3. Are these the same? (NO)
   Rectangle cut diagonally, rectangle cut vertically

III.B. Sequencing 1

(PLACE CARDS IN FRONT OF CHILD IN ORDER SPECIFIED; PLACE SEQUENCE BOARD ABOVE CARDS)

1. The pictures go on this board. Find the train. Put the train first. (POINT TO FIRST SPACE ON BOARD) Put it here. Put the fish next to the train. Put the bell last.
   Fish, bell, train
2. Put the bird first. Put the truck next. Put the tree last.
   Tree, truck, bird
3. Put the chair first. Put the fork next. Put the cat next. Put the house last.
   House, fork, chair, cat
4. Put the flower first. Put the boy next. Put the rabbit next. Put the shoe last.
   Flower, shoe, boy, rabbit

III.C. Children will draw appropriate inferences from science demonstrations (conservation items).

Behavioral Objectives: IV. Social Studies

A. Holidays
B. Community helpers
C. Peoples of different countries
D. Different types of homes

IV.A. Given three pictures, child will select one which represents holiday named by teacher: e.g. Pictures: turkey, Christmas tree, valentine.

1) Which picture reminds us of Thanksgiving?
(For first or second grade, correct alternative might be an Indian or Pilgrim)

Shown pictures containing essential features of national holidays, pupils will be able to name the holiday and give its significance, e.g. turkey = Thanksgiving.

IV.D. Pupils will produce Spanish words for family relationships of: mother, father, brother, etc.

Home Environment Language Booklet

1a. Point to the top of the house.
b. What is it called? Keyhole, roof, walls
2a. Point to what we go in and out of.
What is it called? Door, window, keyhole
3a. Point to the sides of the house.
b. What are they called? Roof, key, walls
4a. Show me where you put the key to open the door.
b. What is it called? Keyhole, key, window
5a. Show me what lets sunshine into the house.
What is it called? Roof, walls, window

Behavioral Objectives: V. Science

A. Nature Study
  1. Weather and seasons
  2. Growth of plants and animals
  3. Farm life
  4. Wild animals
  5. Birds
  6. Plants

B. Physical Science
  1. Atoms and molecules
  2. Energy transformation

V.A..1. Draw a line from the animal to the place where he lives.

(1) nest	(2) hole	(3) water	(4) house	(5) web	(6) cave	(7) nest
(BIRD)	(SNAKE)	(FISH)	(BOY)	(SPIDER)	(BEAR)	(BEAVER)

2. Which one is a: (seven items, each with different responses). Mark it.
2a. (snake) (fish) (bear)
2b. (spider) (boy) (beaver)
2c. (bird) (spider) (fish) etc.

Behavioral Objectives: VI. Health and Personal Hygiene
A. *Care of the body (hair, teeth, etc.)
B. Nutrition (seven basic foods, etc.) (p. 126-7)
C. Exercise and sport activities
D. Avoidance of disease
*See A.B.C. Leo y Escribo - p. 105 ff.)

Behavioral Objectives: VII. Music

Behavioral Objectives: VIII. Art

Color Selection

1. Mark the blue tricycle.
   Tricycles: blue, orange, yellow
2. Mark the red bird.
   Birds: green, yellow, red
3. Mark the yellow fire engine.
   Engines: orange, yellow, purple
4. Mark the black sock.
   Socks: blue, black, orange
5. Mark the white bat.
   Bats: white, brown, red

Color Blending

1. (POINT TO YELLOW) Put your finger here. (POINT TO RED) Now put your finger here. (POINT TO BOTH TOP COLORS) If you put these two colors together, what color would you get? (RUN FINGER OVER BOTTOM COLORS) Mark it.
   Red/Yellow
   Red, orange, purple
2. (POINT TO YELLOW) Put your finger here. (POINT TO BLUE) Now put your finger here. (POINT TO TOP COLORS) If you put these two colors together, what color at the bottom would you get? Mark it.
   Yellow/Blue
   Green, orange, blue
3. (POINT TO TOP COLORS) Look at these two colors. If you put these two colors together, what color would you get? Mark it.
   Red/Blue
   Green, blue, purple
4. (POINT TO TOP COLORS) Look at these two colors. If you put these two colors together, what color would you get? Mark it.
   Blue/Yellow
   Orange, yellow, green
5. (POINT TO TOP COLORS) If you put these two colors together, what color would you get? Mark it.
   Red/Yellow
   Orange, green, yellow

Behavioral Objectives: IX. Socialization

ILINGUAL PROCEDURES

A. COMPONENT NAME Hispanic Literature, Universal B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL 1, 2, 3, 4

D. NO. OF PARTICIPANTS ______ P R O D U C T E. PROGRAM OBJECTIVES Multi-Talent

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Cassette Tapes	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
1. The bilingual project students between the ages of 6 and 8 years old will learn the following songs, poems and stories: a. Patito, Patito b. Naranja Dulce c. Manbru se Fue a la Guerra d. Los Perritos e. Las Horas f. La Vibora g. Las Estaciones h. Buenos Días i. Tengo Una Muñeca j. Los Dedos k. Matarilililirilon All students will learn to sing the following songs: a. Adelita b. La Cucaracha c. Cielito Lindo d. Las Gaviotas e. El Hijo del Conde de Cabra f. Niño Querido g. Noche de Paz h. Si Me dan Pasteles	1. Quarterly	1. Project Teacher 2. District Music Teacher 3. District P.E. Teacher	1. Bibliographic testing, quarterly. 2. Cassette tapes, monthly. 3. Individual student cultural achievement sheet, monthly. 4. Community activity report, quarterly.

BILINGUAL PROCEDURES

A. COMPONENT NAME Hispanic Literature, Universal B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL 3, 4

D. NO. OF PARTICIPANTS ________ P R O D U C T E. PROGRAM OBJECTIVES Multi-Talent

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Cassette Tapes	G. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
2. The bilingual project students between the ages of 9 and 10 will be learning the following poems and stories: a. Los Ratones y El Gato b. Madre, Cuando Sea Grande c. Las Tres Cautivas Stories: a. Los Piratas de "La Terrible" b. La Vuelta al Mundo en Un Balandro Teatro Infantil: a. Los Reyes Magos b. El Viejo y La Muerte c. Las Dos Espigas d. Las Opiniones e. Los Dos Amigos y El Oso	1. Quarterly	1. Project Teacher 2. District Music Teacher	1. Professional development plan, quarterly. 2. Bilingual project's monthly report to Federal Projects Office. 3. Community rating sheet for cultural events.
Poems: a. Buquecito de Papel b. Nana del Niño Goloso c. Canción de Cuna de Los Elefantes d. Los Peces Van a La Escuela e. Flores y Lluvia	1. Quarterly	1. Project Teacher 2. District Music Teacher	1. Community activity report, quarterly.
Stories: a. El Niño Que No Se Perdió en El Bosque b. Cuentos Mexicanos Teatro Infantil a. La Bruja Cigueña b. La Patria y El Niño	1. Quarterly	1. Project Teacher	1. Community activity report, quarterly.

BILINGUAL PROCEDURES

A. COMPONENT NAME Hispanic Literature, Universal B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL 4th

D. NO. OF PARTICIPANTS ______ P R O D U C T E. PROGRAM OBJECTIVES Multi-Talent

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Progreso Escolar basado en el Nivel de la Habilidad del Niño-GTS-Test Lectura Nivel III	G. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
1. The fourth year bilingual project students will demonstrate their intellectual curiosity by reading and reporting on one of the following: a. La Atlantida b. La Eneida c. La Aroucana d. Novelas Ejemplares de Cervantes e. Tradiciones Peruanas f. Leyendas Mexicanas	1. Quarterly	1. Bilingual Teacher	1. Project teacher development plan, quarterly.

BILINGUAL PROCEDURES

A. COMPONENT NAME Hispanic Literature, Universal B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL 4

D. NO. OF PARTICIPANTS ______ P R O C E S S E. PROGRAM OBJECTIVES Multi-Talent

H. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Progreso Escolar Basado en el Nivel de La Habilidad del Niño-GTS-Test Lectura Nivel III	I. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
1. The project teacher will challenge the fourth year students by having the student present plays and dramatic presentation of hispanic culture and invite Teatro de La Raza of Compton College to present their interpretations.	1. Quarterly	1. Bilingual Teacher	1. Community activity report.

BILINGUAL PROCEDURES

A. COMPONENT NAME Music - Dance B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL K-1-2-3-4

D. NO. OF PARTICIPANTS__________ P R O D U C T E. PROGRAM OBJECTIVES Hispanic Music and Dance

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Parent Advisory Activity Sheet	G. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Due dates.
1. Curriculum materials and strategies will be developed for teaching hispanic music and dance to project children to broaden their cultural and social awareness and participation.	1. Quarterly	1. District Music Teacher 2. Project Teacher	1. Professional development plan, quarterly. 2. Monthly bilingual project report.

BILINGUAL PROCEDURES

A. COMPONENT NAME Music - Dance B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL K-1-2-3-4

D. NO. OF PARTICIPANTS ________ PROCESS E. PROGRAM OBJECTIVES Hispanic Music and Dance

H. PERFORMANCE OBJECTIVE (Includes name or description of instrument) Parent Advisory Activity Sheet	I. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
1. The bilingual staff will be given instruction in native hispanic dances in preparation for the local "Cinco de Mayo" celebration.	1. Quarterly	1. District Music Teacher 2. Project Teacher 3. Special Dance Teacher	1. Parent Advisory Activity Sheet.

BILINGUAL PROCEDURES

A. COMPONENT NAME Hispanic Music - Affective Domain B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL 2nd, 3rd and 4th

D. NO. OF PARTICIPANTS__________ P R O D U C T E. PROGRAM OBJECTIVES:

F. PERFORMANCE OBJECTIVE (Includes name or description of instrument) Student made Musical Preference sheets	G. EVALUATION Date of Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
1. Given listening selections in which there are contrasting sections, the student will indicate his feeling preferences by responding to written statements about the various sections of music.	1. Monthly	1. Special Project Music Teacher	1. Bilingual Monthly Report on class activities. 2. Teacher's lesson plans
2. Given examples of aurally presented program music the student will voluntarily indicate a personal preference for one of the pieces by one of the following criterias: Tape recorder 1. verbal animation and identification of a favorite piece 2. singing one of the melodies as an example 3. reproducing rhythm patterns through clapping hands or using rhythm instruments 4. offering to write a story or paint a picture showing what the music described	1. Monthly	1. Special Project Music Teacher	1. Teacher's lesson plans

BILINGUAL PROCEDURES

A. COMPONENT NAME Hispanic Music B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL 2, 3, 4

D. NO. OF PARTICIPANTS ________ P R O C E S S E. PROGRAM OBJECTIVES Cultural Appreciation

H. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Lessons for Music Instruction	I. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
1. A specially gifted Mexican community music teacher will work with the teachers and children to develop an appreciation of Mexican folk music.	Weekly	Special Project Music Teacher	Individual development plan, quarterly.
2. The community music teacher will give inservice training to all staff members to help develop a cultural awareness and appreciation for Mexican songs and native music.	Biweekly	Special Project Music Teacher	Individual development plan, quarterly.

BILINGUAL PROCEDURES

A. COMPONENT NAME ESL B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL 1, 2, 3

D. NO. OF PARTICIPANTS ______ PRODUCT E. PROGRAM OBJECTIVES Coordinate Bilingualism

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Project-developed Teacher's Evaluation of Language Skill Rating Sheet	G. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date.
English or Spanish			
1. Each student is given a list of sentences to read. A large picture or poster is displayed to the class. If the sentence is appropriate to the picture, a "T" is recorded on his rating sheet. If the sentence is inappropriate, a "-" is recorded on his rating sheet.	Quarterly	Teacher	Project-developed rating sheet.
2. Given a project-developed workbook in either Spanish or English, the student will read the first part of a sentence and then choose (circle) which word(s) or phrase finished the sentence most appropriately.	Quarterly	Teacher	Teacher evaluation of language skill rating sheet.
3. Given key sentences in Spanish or English in a project-developed workbook, the student will select which of the subsequent sentences--A, B or C--offers a logical explanation of or conclusions for the first sentence. Example: He goes to sleep. A. He likes candy. B. It's his favorite store. C. He is tired.	Quarterly	Teacher	Teacher evaluation of language skill rating sheet.
4. Given in oral or graphic form a familiar vocabulary in a new context, the student will select the statement that best continues the thought of the first statement at his appropriate grade level.	Quarterly	Teacher	Teacher evaluation of language skill rating sheet.

BILINGUAL PROCEDURES

A. COMPONENT NAME ESL

B. DOMINANT LANGUAGE Spanish

C. GRADE LEVEL 1, 2, 3

D. NO. OF PARTICIPANTS ______

P R O D U C T E. PROGRAM OBJECTIVES Coordinate Bilingualism

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Project-developed Teacher's Evaluation of Language Skill Rating Sheet	G. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date.
English or Spanish (continued)			
5. Given orally or graphically a dialogue statement of another person, the student will select the statement most likely to continue the conversation without changing the topic.	Quarterly	Teacher	Teacher evaluation of language skill rating sheet.
6. Given sentences orally according to large visual pictures, either in Spanish or English, only once, at 1st, 2nd or 3rd grade level according to grade placement, the student will mark true or false in his notebook.	Quarterly	Teacher	Teacher evaluation of language skill rating sheet.
7. Given a large clock with movable hands, upon hearing three sentences, the student will select the sentence that accurately expresses the time shown on the clock.	Quarterly	Teacher	Teacher evaluation of language skill rating sheet.

BILINGUAL PROCEDURES

A. COMPONENT NAME ESL B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL 2

D. NO. OF PARTICIPANTS ______ PRODUCT E. PROGRAM OBJECTIVES Grammar-Syntax-Parts of Speech-Phonology-Morphology

F. PERFORMANCE OBJECTIVES (Include name or description of instrument) Language Facility Test	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date.
Grammar - Syntax			
1. Given a list of Kernel sentences, the student will identify the subject and predicate of each.	Quarterly	Teacher	Language Facility Test
2. Given a set of sentences with determiner plus noun functioning as subject, the student will identify the subject in each sentence.			
Grammar - Parts of Speech			
3. Given a set of sentences containing positive degree adjectives, the student will recite the comparative and superlative degrees of those adjectives.	Quarterly	Teacher	Language Facility Test
4. Given a noun, the student will be able orally to give several adjectives and adjective phrases to describe the noun.			
5. Given a set of Kernel sentences, the student will expand the subjects by adding adjectives.			
Grammar - Phonology			
6. Given a set of Kernel sentences orally, the student will recite in that tense of the word be which agrees with the subject.	Quarterly	Teacher	Language Facility Test
7. Given a list of contractions, the student will be able to say the words that are combined in each of the contractions.	Quarterly	Teacher	Language Facility Test

BILINGUAL PROCEDURES

A. COMPONENT NAME ESL
B. DOMINANT LANGUAGE Spanish
C. GRADE LEVEL 2
D. NO. OF PARTICIPANTS ______

PRODUCT

E. PROGRAM OBJECTIVES Grammar-Syntax-Parts of Speech-Phonology-Morphology

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Language Facility Test	G. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date.
Grammar - Morphology 8. Given a set of noun phrases, the student will form the possessive of each. 9. Given a series of nouns, the student will be able to construct an adjective from each noun by adding the morpheme ful. 10. Given a set of verbs, the student will demonstrate his understanding that the morpheme er added to a verb makes a noun of agent by transforming each verb to a noun and orally defining the noun transformed.	Quarterly	Teacher	Language Facility Test

BILINGUAL PROCEDURES

A. COMPONENT NAME ESL B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL 1, 2, 3

D. NO. OF PARTICIPANTS ____ PRODUCT E. PROGRAM OBJECTIVES Oral Language Development

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Oral Language Rating Sheet	G. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date.
The Spanish-speaking student will: (In Unit I, Lessons 1-10 of the Michigan Oral Language Series - Interdisciplinary Oral Language Guide Lessons 1-10)			
- Linguistic - 1. Use formulae of personal identification, using the simple and -s form of verbs, affirmative and negative, in Noun + Verb + Noun and in Noun + Verb + to + Verb and related questions.	Monthly	Teacher	Teacher's evaluation of language skill rating sheet.
- Conceptual - 2. Distinguish one-to-one correspondence including identification of self and others with given names, school and home place names, and age number names. Distinguish between objects: need for, their names, uses and symbols (toys, class and personal hygiene items).	Monthly	Teacher	Teacher's evaluation of language skill rating sheet.
- Science Input - 3. Identify and discriminate persons, objects and large motor actions.	Monthly	Teacher	Teacher's evaluation of language skill rating sheet.
- Math Input - 4. Count pupils and objects using numbers one through ten; numbers as a measure of how many; matching one-to-one correspondence.	Monthly	Teacher	Teacher's evaluation of language skill rating sheet.

BILINGUAL PROCEDURES

A. COMPONENT NAME ESL
B. DOMINANT LANGUAGE Spanish
C. GRADE LEVEL 1, 2, 3
D. NO. OF PARTICIPANTS ______
P R O D U C T E. PROGRAM OBJECTIVES Oral Language Development

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Oral Language Rating Sheet	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date.
The Spanish-speaking student will: (Unit I, Lessons 1-10 continued) - Social Studies Input - 5. Identify self and others through name, age, school group, grade and class, and place of residence. Identify classroom needs, wants and resources.	Monthly	Teacher	Teacher's evaluation of language skill rating sheet.
The Spanish-speaking student will: (Unit II, Lessons 11-20) - Linguistic - 1. Use simple commands; use patterns of place, direction, manner; use the present and past of Noun + Verb + Noun, Noun + Verb + to + Verb and related questions.	Monthly	Teacher	Teacher's evaluation of language skill rating sheet.
- Conceptual - 2. Discriminate the spatial relationships of persons and objects, and their movement, both individually and with help. Discriminate the effects of actions on objects and symbols; identify use of objects and use them safely.	Monthly	Teacher	Teacher's evaluation of language skill rating sheet.
- Science Input - 3. Discriminate spatial relations, position and movement of persons and objects; identify and discriminate actions and symbols.	Monthly	Teacher	Teacher's evaluation of language skill rating sheet.

BILINGUAL PROCEDURES

A. COMPONENT NAME ESL B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL 1, 2, 3

D. NO. OF PARTICIPANTS ________ P R O D U C T E. PROGRAM OBJECTIVES Oral Language Development

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Oral Language Rating Sheet	G. EVALUATION Date or Frequency of Measurement	 Person(s) Responsible	 Data collecting and reporting, including due date
The Spanish-speaking student will: (Unit II, Lessons 11-20 continued)			
- Math Input - 4. Match objects to objects and people; develop concepts of sets and equivalency; written symbols 1, 2 and 3, pre-addition.	Monthly	Teacher	Teacher's evaluation of language skill rating sheet.
- Social Studies Input - 5. Obtain resources by knowing where they are, how to obtain them through individual and group means. Use up resources; combine them to satisfy wants and needs.	Monthly	Teacher	Teacher's evaluation of language skill rating sheet.
The Spanish-speaking student will: (Unit III, Lessons 21-30)			
- Linguistic - 1. Use Noun + (Is, Are) + Adjective, and questions in singular and plural, affirmative and negative, to identify objects and to describe size, shape, color, quantity and grouping of objects.	Monthly	Teacher	Teacher's evaluation of language skill rating sheet.
- Conceptual - 2. Discriminate and classify objects and sets of objects by their attributes of number, color, size, shape and use.	Monthly	Teacher	Teacher's evaluation of language skill rating sheet.

BILINGUAL PROCEDURES

A. COMPONENT NAME ESL B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL 1, 2, 3

D. NO. OF PARTICIPANTS ____ P R O D U C T E. PROGRAM OBJECTIVES Oral Language Development

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Oral Language Rating Sheet	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date.
The Spanish-speaking student will: (Unit III, Lessons 21-30 continued)			
- Science Input - 3. Discriminate and classify by attributes of number size, shape, utility and color.	Monthly	Teacher	Teacher's evaluation of language skill rating sheet.
- Math Input - 4. Use the word "set" and investigate the formation of sets; use the attributes of size and shape for set formation.	Monthly	Teacher	Teacher's evaluation of language skill rating sheet.
- Social Studies Input - 5. Identify uses of resources and means of obtaining them, investigate how the attributes of resources help to determine their use.	Monthly	Teacher	Teacher's evaluation of language skill rating sheet.
The Spanish-speaking student will: (Unit IV, Lessons 31-40)			
- Linguistic - 1. Use Noun + (Is, Are) + doing, and Noun + (Is, Are) + Verb + ing, Noun + (Is, Are) + Verb + ing + Noun, and questions in singular and plural, affirmative and negative, to describe grouping by utility direction, location,and individual and group actions.	Monthly	Teacher	Teacher's evaluation of language skill rating sheet.

BILINGUAL PROCEDURES

A. COMPONENT NAME ESL B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL 1, 2, 3

D. NO. OF PARTICIPANTS ______ PRODUCT E. PROGRAM OBJECTIVES Oral Language Development

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Oral Language Rating Sheet	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
The Spanish-speaking student will: (Unit IV, Lessons 31-40 continued)			
- Conceptual -			
2. Discriminate and classify objects, sets, and subsets of objects by attributes of utility, direction and position in space; discriminate and classify individual and collective actions and the effects of those actions; make symbols which are identified.	Monthly	Teacher	Teacher's evaluation of language skill rating sheet.
- Science Input -			
3. Discriminate and classify by attributes of utility, direction, position, form; effects of energy on objects; classify by two attributes.	Monthly	Teacher	Teacher's evaluation of language skill rating sheet.
- Math Input -			
4. Group objects in sets by more than one attribute; recognize shapes; count sides of shapes; unique correspondence; develop concepts of subsets.	Monthly	Teacher	Teacher's evaluation of language skill rating sheet.
- Social Studies Input -			
5. Identify persons in the school as resources; how each takes care of needs (teacher, bus driver, cook, custodian). Satisfy classroom needs through collective use of classroom resources.	Monthly	Teacher	Teacher's evaluation of language skill rating sheet.

BILINGUAL PROCEDURES

A. COMPONENT NAME ESL
B. DOMINANT LANGUAGE Spanish
C. GRADE LEVEL 1, 2, 3
D. NO. OF PARTICIPANTS ________
P R O D U C T E. PROGRAM OBJECTIVES Oral Language Development

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Oral Language Rating Sheet	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including date due.
The Spanish-speaking student will:			
1. Pronunciation (sounds): Distinguish between vowel sounds such as sheep - ship, cut - cat, cut - cot, pool - pull, and between consonant sounds such as sink - zinc, vote - boat, sink - think, yellow - jello, cheap - jeep.	Quarterly	Teacher	Quarterly project rating sheet
2. Pronunciation (clusters): Pronounce initial consonant clusters as in school, speak, study, and final consonant clusters as in land, fast, old, box, act, desk, pulled, touched.	Quarterly	Teacher	Quarterly project rating sheet
3. Pronunciation (suprasegmentals): Pronounce sentences with appropriate rhythm, stress, pause and pitch.	Quarterly	Teacher	Quarterly project rating sheet
4. Pronouns: Use appropriate pronoun forms in subject position (I, he, she, etc.) in object position (me, him, her, etc.) and possessives (my, mine; her, hers; etc.)	Quarterly	Teacher	Quarterly project rating sheet
5. Negative: Use not to express the negative after forms of "be" (Bill is not here) and between auxiliary and verb in other sequences (Bill was not talking, Bill did not talk); use singular rather than double negative	Quarterly	Teacher	Quarterly project rating sheet

BILINGUAL PROCEDURES

A. COMPONENT NAME ESL
B. DOMINANT LANGUAGE Spanish
C. GRADE LEVEL 1, 2, 3
D. NO. OF PARTICIPANTS
P R O D U C T
E. PROGRAM OBJECTIVES Oral Language Development

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Oral Language Rating Sheet	G. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date.
The Spanish-speaking student will:			
6. Noun Modifier: Use adjectives appropriately, as in the big dog as opposed to the dog big, Is the dog big? as opposed to Is big the dog?	Quarterly	Teacher	Quarterly project rating sheet
7. Comparison: Use the correct form of comparison such as bigger, biggest, more beautiful, most beautiful, rather than more bigger, beautifuller.	Quarterly	Teacher	Quarterly project rating sheet
8. Present Tense: Use the appropriate present forms of regular verbs, with subject-verb agreement when he or she is used as subject, as in He walks, rather than He walk.	Quarterly	Teacher	Quarterly project rating sheet
9. Plurals: Distinguish between singular and plural in regular forms such as dog - dogs, boot - boots, horse - horses, and in irregular forms such as foot - feet, knife - knives.	Quarterly	Teacher	Quarterly project rating sheet
10. Past and Perfect Tenses: Use the past forms of regular verbs as in walk - walked, glue - glued, land - landed, and of irregular forms as in go - went - gone, dig - dug, cut - cut.	Quarterly	Teacher	Quarterly project rating sheet
11. Uses of Be: Use appropriate forms of be as an auxiliary and as a verb.	Quarterly	Teacher	Quarterly project rating sheet

BILINGUAL PROCEDURES

A. COMPONENT NAME ESL B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL 1, 2, 3

D. NO. OF PARTICIPANTS ______ PRODUCT E. PROGRAM OBJECTIVES Oral Language Development

F. PERFORMANCE OBJECTIVES (Includes name or description on instrument) Oral Language Rating Sheet	G. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date.
The Spanish-speaking student will:			
12. Uses of Do: Use appropriate forms of do in questions, answers, and in negative statements.	Quarterly	Teacher	Quarterly project rating sheet.
13. Future Tense: Use the appropriate future forms of regular verbs as in run - will run.	Quarterly	Teacher	Quarterly project rating sheet
14. Possessive: Use appropriate possessive forms as in John's wagon.	Quarterly	Teacher	Quarterly project rating sheet.

BILINGUAL PROCEDURES

A. COMPONENT NAME ESL B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL 1, 2, 3

D. NO. OF PARTICIPANTS ______ P R O D U C T E. PROGRAM OBJECTIVES Grammar-Syntax-Morphology-Phonology-Semantics)

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Language Facility Test	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date.
Grammar - Syntax			
1. Given a set of Kernel sentences, the student will identify the subject of each sentence.	Quarterly	Teacher	Projected-developed language facility test check-off list.
2. Given a set of Kernel sentences with a noun and determiner functioning as the subject of each, the students will identify the noun and the determiner in each sentence.	Quarterly	Teacher	Project-developed language facility test check-off list.
3. Given a set of Kernel sentences, the student will identify the subject of each sentence and indicate whether it is singular or plural.	Quarterly	Teacher	Project-developed language facility test check-off list.
4. Given a set of Kernel sentences, the student will identify the verb in each.	Quarterly	Teacher	Project-developed language facility test check-off list.
5. Given a list of Kernel sentences, the student will identify the predicate of each.	Quarterly	Teacher	Project-developed language facility test check-off list.
Grammar - Morphology			
6. Given a sentence orally which has a missing word, but which lists the root of that missing word, the student will state the word with its proper affix.	Quarterly	Teacher	Project-developed language facility test check-off list.

BILINGUAL PROCEDURES

A. COMPONENT NAME ESL
B. DOMINANT LANGUAGE Spanish
C. GRADE LEVEL 1, 2, 3
D. NO. OF PARTICIPANTS ____________
P R O D U C T
E. PROGRAM OBJECTIVES: Grammar-Syntax-Morphology-Phonology-Semantics

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Language Facility Test	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date.
Grammar - Morphology (continued)			
7. Given a list of contractions read aloud, the student will recite each contraction correctly.	Quarterly	Teacher	Project-developed language facility test check-off list.
8. Given two words the student will transform these words into the contracted form.	Quarterly	Teacher	Project-developed language facility test check-off list.
Grammar - Phonology			
9. Given orally simple vocabulary words, either beginning or ending with the consonant diagraph sh, the student will identify the location of the sh in the word.	Quarterly	Teacher	Project-developed language facility test check-off list.
Semantics			
10. Given a set of words, each of which has a homonym, the student will identify the homonym and use it correctly in a sentence.	Quarterly	Teacher	Project-developed language facility test check-off list.

BILINGUAL PROCEDURES

A. COMPONENT NAME Mathematics B. DOMINANT LANGUAGE Given in English to Spanish-speaking C. GRADE LEVEL 4

D. NO. OF PARTICIPANTS ________ P R O C E S S E. PROGRAM OBJECTIVES Operations and Their Properties

H. PERFORMANCE OBJECTIVE (Includes name or description of instrument) Criterion Referenced Measurement	I. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date.
1. Given a two-place subtraction problem with regrouping, the student will solve it.	Quarterly	Teacher	Criterion referenced rating sheet
2. Given a three-place subtraction problem with regrouping, the student will solve it	Quarterly	Teacher	Criterion referenced rating sheet
3. Given a problem involving addition of fractional numbers with like denominators, the student will find the sum.	Quarterly	Teacher	Criterion referenced rating sheet
4. Given an addition problem of mixed decimals with regrouping, the student will find the sum.	Quarterly	Teacher	Criterion referenced rating sheet
5. Giver any single-digit multiplication or division combination, the student will name the product or quotient.	Quarterly	Teacher	Criterion referenced rating sheet

ILINGUAL PROCEDURES

A. COMPONENT NAME Social Science B.DOMINANT LANGUAGE Given in English to Spanish-speaking C. GRADE LEVEL 4

D. NO. OF PARTICIPANTS ___ PRODUCT E. PROGRAM OBJECTIVES Geography - Man and Environment

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Topographical Maps	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date.
1. Given the names of geographical areas, the student will gather specified data from a variety of resources and draw a map of that area using appropriate symbols to represent the data collected.	Quarterly	Teacher	Formative teacher-made tests
2. The student will demonstrate his ability to use an atlas by using it to describe a given location according to pre-specified criteria.	Quarterly	Teacher	Formative teacher-made tests
3. Given a list of an area's natural resources, the student will list industries and businesses that are most likely to be found in that area.	Quarterly	Teacher	Formative teacher-made tests
4. The student will demonstrate an understanding of the fact that the physical environment shapes and stimulates man's inventiveness by naming and describing the product developed to meet a given environmental need.	Quarterly	Teacher	Formative teacher-made tests
5. The student will demonstrate his understanding of the concept of cause and effect by constructing a flow chart which indicates the events which led to a given territorial purchase and states the effects of that purchase on the country which purchased the territory.	Quarterly	Teacher	Formative teacher-made tests

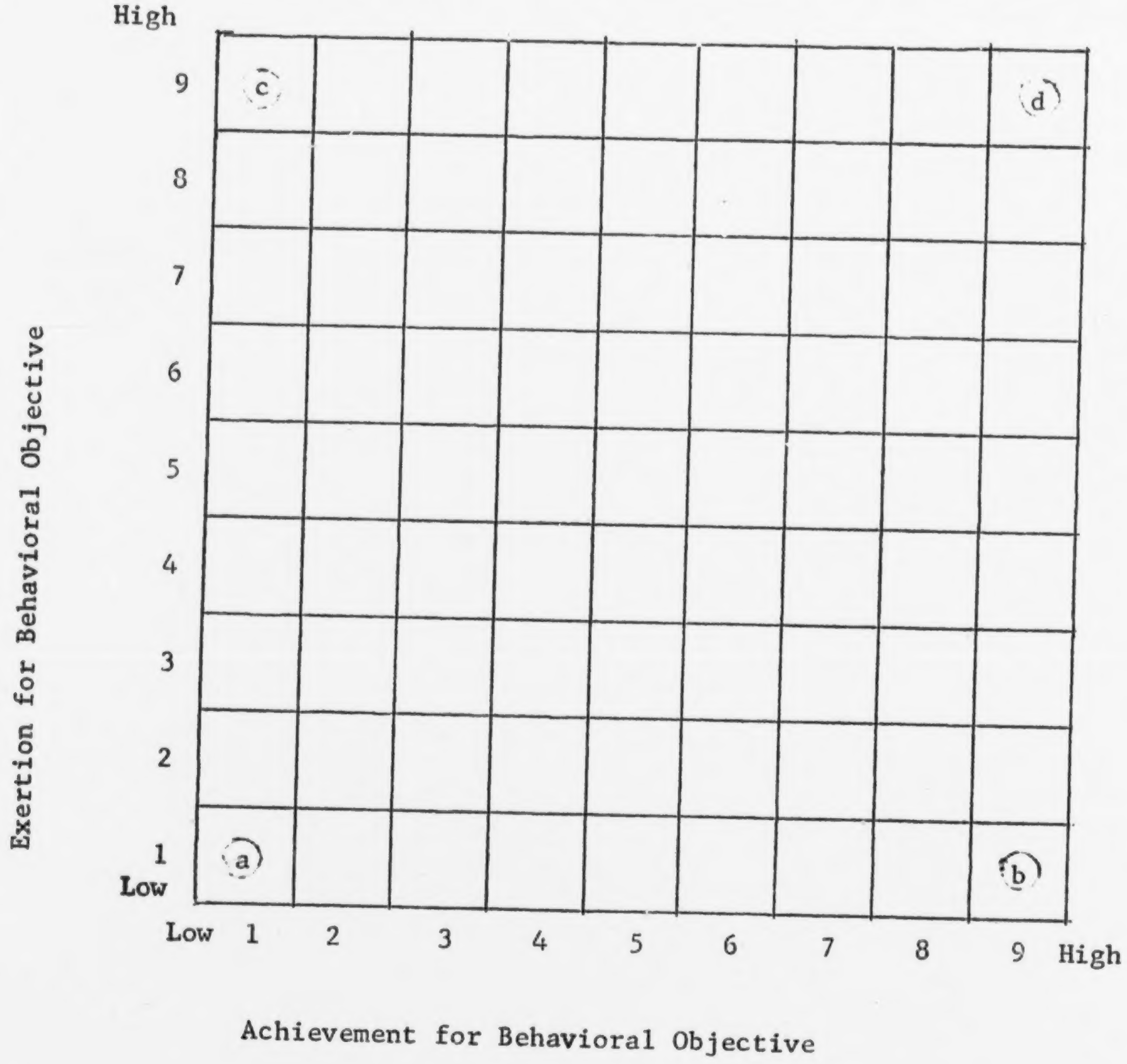
BILINGUAL PROCEDURES

A. COMPONENT NAME Reading B. DOMINANT LANGUAGE Given in English to Spanish-speaking C. GRADE LEVEL 4

D. NO. OF PARTICIPANTS ____________ P R O C E S S E. PROGRAM OBJECTIVES Word Recognition

H. PERFORMANCE OBJECTIVE (Includes name or description of instrument) Criterion Referenced Measurement	I. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date.
1. Given a group of words, the student will identify those words which contain an identical word pattern.	Quarterly	Teacher	Criterion referenced measurement rating list
2. Given sentences containing unabbreviated titles, the student will supply the correct abbreviations.	Quarterly	Teacher	Criterion referenced measurement rating list
3. Given a list of words, each containing at least one prefix and suffix, the student will identify the root word.	Quarterly	Teacher	Criterion referenced measurement rating list
- Study Skills -			
4. Given a newspaper index, the student will locate specific information in it.	Quarterly	Teacher	Criterion referenced measurement rating list
5. Given a telephone directory, the student will locate specific information within it.	Quarterly	Teacher	Criterion referenced measurement rating list

THE BEHAVIORAL PERFORMANCE GRID -- UNITS OF PERFORMANCE MEASUREMENT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Achievement for Behavioral Objective

UNITS OF PERFORMANCE MEASUREMENT

Assumptions of Overall Performance Style

A. 1, 1. - Performance = Exertion of minimum effort to get work done; little exertion for achieving performance objective.

B. 9, 1. - Performance = Individual behavioral efficiency obtained by working conditions (givens) that are performance structured for minimum interference to complete specific objective.

C. 1, 9. - Performance = Thorough individual attention to achieve specific behavioral objective, which leads to a successful behavioral performance.

D. 9, 9. - Exertion and Achievement Performance = Successfully demonstrated commitment and achievement to the behavioral objective as an individual plan for self development.

V C. MATERIAL ACQUISITION COMPONENT (PRODUCT-PROCESS)

Pages 145 - 147

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ACQUISITION, ADAPTATION AND DEVELOPMENT OF MATERIALS

The Bilingual Project classrooms will have teaching materials developed by the project staff to fit the individual language developmental needs of each bilingual student. Continual material selection for this program will be accomplished through conferences with parents of the children enrolled in the program and parent advisory council recommendations. An appropriate check list has been designed to assist interested community groups, citizens and staff personnel to make a knowledgeable selection. Recognized Latin-American educators from Mexico and the Dominican Republic will be invited to critique material selection and staff developed materials as to their instructional merit in carrying out the educational objectives of the classroom teacher. The Project Director, Frank M. Goodman, through personal contacts with Latin American educators and institutions, will use summer travel to conference personally with Latin American educators and seek additional educational experiences to improve the linguistic and curricular content of this project.

The Project Director will continue to review Spanish language textbooks and curriculum materials for acquisition, adaptation and project development. The following companies are currently using the services of the Project Director to review and approve their Spanish language materials for use in bilingual-bicultural education: Latin American Productions of Los Angeles, California; Hispanic American Publications Inc. of New York; Editorial Vasco Americana, S.A., of Bilbao, Spain.

BILINGUAL PROCEDURES

A. COMPONENT NAME Material Acquisition B. DOMINANT LANGUAGE ____________ C. GRADE LEVEL 2, 3, 4

D. NO. OF PARTICIPANTS ____________ P R O D U C T E. PROGRAM OBJECTIVES Material Acquisition

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Textbook Check-off List	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected Dates due.
1. The Project Director, entire staff, and community council will survey, acquire and develop bilingual curricular materials in all areas of cognitive learning.	1. Quarterly	1. Project Director 2. Bilingual Staff 3. Community Advisory Council	1. Bilingual monthly activity report

BILINGUAL PROCEDURES

A. COMPONENT NAME Material Acquisition B. DOMINANT LANGUAGE ____________ C. GRADE LEVEL 2, 3, 4

D. NO. OF PARTICIPANTS ____________ P R O C E S S E. PROGRAM OBJECTIVES Material Acquisition

H. PERFORMANCE OBJECTIVES (Includes name or description of instrument) Textbook Check-off List	I. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
1. The Project Director, assisted by the entire staff and community council, will review and evaluate sample copies of materials according to project criteria. 2. Four special inservice training sessions will be given to project staff and community on techniques of selecting bilingual bicultural materials.	1. Quarterly	1. Project Director	1. Bilingual Project monthly report.

V D. EVALUATION DESIGN

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EVALUATION COMPONENT

The Compton Bilingual-Bicultural Project, now in its third year, is a demonstration program using a dual language approach to instruction of Spanish and non-Spanish speaking children in the kindergarden-primary years. The experimental design enables the assessment of the comparative effectiveness of instruction in Spanish or English as well as the relevance of a culturally-oriented curriculum.

The Project Auditor has suggested three modifications. Two of these, the administration of standard district tests to the bilingual program participants and the inclusion of subject matter testing, have been implemented for the current year. In addition, a process evaluation component involving extensive classroom observation and teacher ratings, as well as a comprehensive attitude inventory, have been instituted. These procedures and the current instrumentation will be continued through the fourth year of the program. The third recommendation of the Auditor, that a multiple regression analysis be used in the evaluation, does not seem warranted for a study in which there are as few as five or six students per design cell.

To summarize briefly, the Inter-American Series will be used for the assessment of General Ability (Prueba de Habilidad General, Nivel I, II, y III) reading (Prueba de Lectura, Nivel I, II, y III), oral language comprehension (Comprension del Lenguage Oral), and Reading and Mathematics (Lectura y Numeros). All students will also receive the Cooperative Reading and Mathematics tests at the appropriate grade levels. Classroom and teacher observations will provide data on the program and process components, and the attitude measure will provide insights into the children's knowledge of their own culture, attitudes toward school, and their own competence.

APPENDICES

APPENDIX I

Nuestra Filosfía De Educación Bilingue

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NUESTRA FILOSOFIA DE EDUCACION BILINGUE

Los niños de ascendencia hispana y de habla española empiezan sus estudios en su idioma nativo. La educación bilingue es instrucción escolar en dos idiomas, el inglés y el español. Al mismo tiempo en la misma clase los niños anglo-sajones aprenden el español. Por motivo de éste programa escolar llegará un día en que un gran número de estadounidenses van a hablar al unísono las lenguas de Whitman y de Cervantes. Esta instrucción bilingue ayuda a cada alumno, el de habla Hispana y el de habla inglesa, a comprender mejor sus lecciones por medio del desarrollo en ambos idiomas. Este concepto pedagógico enseña al niño la belleza de dos culturas. Preparación escolar en dos idiomas ofrece al niño las mejores oportunidades en la vida. Si se prepara bien al niño, éste sentirá el deseo de aprender.

No sólo trabajamos porque los niños Mexicanos nacidos aquí en el seno de familias de habla hispana, aprendan el inglés, sino que luchamos también porque conserven a la perfección su lengua nativa, a fin de que de ese modo puedan comunicarse con sus padres, con sus abuelos, y con todos los demas parientes que por las mas variadas razones no llegan nunca a dominar el idioma de éste país.

Queremos evitar el caso de jovenes mexicanos, que, con el tiempo, han perdido el idioma español que fue el que hablaron primero. Hemos visto como llegó un momento en que no podían comunicarse con sus abuelos.

El por que de Educación Bilingüe: utilizar las ideas nuevas de un espíritu progresivo, como si fueran herramientas de un taller en donde se forja nuestro destino y nuestra raza.

La Utilidad de la Educación Bilingüe: la educación bilingüe abrirá la puerta de la oportunidad para conseguir lo verdadero, lo bello, y lo bueno de las dos culturas, y para evitar la vulgaridad y los falsos sentimientos, al proveer normas o principios para juzgar los valores y hacer el hombre libre.

Proyecto Bilingüe

Treinta puntos de "Educación Bilingüe" desarrollados por Frank M. Goodman

(Documento Informativo) para establecer la filosofía y pedagogía incorporada en el concepto moderno de Educación Bilingüe.

1 .La Educación Bilingüe es un laboratorio de pedagogía práctica que se propone servir como programa modelo a las escuelas públicas. Se apoya en la psicología del niño y las condiciones de la vida urbana.

2. La Educación Bilingüe está instalada en una atmósfera tan familiar como sea posible, siendo éste medio el único capaz de realizar una educación completa.

3. La Educación Bilingüe agrupa los alumnos en salones regulares sin distincion ni discriminación bajo la diredción de un maestro bilingüe y un ayudante bilingüe de la comunidad.

4. La Educación Bilingüe da a los niños la posibilidad de ejecutar trabajos libres, adaptados en dos idiomas a la individualidad de cada uno.

5. La Educación Bilingüe desarrolla el juicio más que la memoria, tiende a la cultura general y a la herencia cultural del niño bilingüe; ésta se basa en el método científico, la explotación del medio y la lectura personal.

6. La Educación Bilingüe encara la especialización lingüística, luego reflexiona junto con la cultura y la herencia del niño.

7. La Educación Bilingüe basa su enseñanza sobre los hechos y las experiencias en la comunidad, en los sentimientos y pensamientos humanos.

8. La Educación Bilingüe recurre a la actividad personal del niño bilingüe por la asociación del trabajo concreto con el estudio abstracto, mediante la utilización del dibujo como auxiliar de todas las disciplinas.

9. La Educación Bilingüe establece un programa inovativo partiendo de los intereses naturales del niño.

10. La Educación Bilingüe trata todas las disciplinas escolares en ambos idiomas, el idioma maternal o paternal del niño y el idioma inglés.

11. La Educación Bilingüe reparte entre los alumnos bilingues los cargos sociales y enseña cuales son las responsabilidades de los ciudadanos que creen en la democracia.

12. La Educación Bilingüe desarrolla gradualmente el sentido de la libertad y el de la justicia.

13. En la Educación Bilingüe la autoemulación reemplaza a la emulación entre los alumnos.

14. La Educación Bilingüe prepara no solamente al futuro ciudadano con miras al interés de la patria sino también con miras al interés de la humanidad.

15. El programa de educación bilingüe representa un concepto experimental en el áerea de educación.

16. El programa bilingüe emplea los mas nuevos metodos y objetivos pedagögicos en las escuelas públicas.

17. La Educación Bilingüe trata de intensificar el desarrollo de la vida del niño de habla española en todos sus aspectos (fisico, sociales y espirituales).

18. El programa de la educación bilingüe está localizado en los barrios de habla hispana de la ciudad.

19. El personal docente de los programas bilingües será mixto en todas clases y alternará indistintamente en su labor pedagógica.

20. No hay ninguna razón para separar en clases especiales en la misma escuela a los niños que hablan español y a los niños que hablan inglés.

21. El programa de educación bilingüe fomenta en todos los alumnos el espíritu libre individual.

22. El programa de educación bilingüe concede especial atención a las actividades culturales.

23. El programa de educación bilingüe favorece especialmente los idiomas extranjeros, las actividades culturales y los estudios sociales.

24. El programa bilingüe atiende sobre todo a la cultura general de los alumnos.

25. El programa de educación bilingüe basa su enseñanza en la observación y la experimentación y comprende:

   a. observaciones directas del medio social (costumbres, trabajos, lenguaje, arte, instituciones sociales y politicas, etc.)
   b. trabajos de experimentación escolar en las clases bilingües sobre los fenómenos mas esenciales de la vida.

26. El programa bilingüe apela sobre todo a la actividad personal de los alumnos.

27. El programa bilingüe constituye una comunidad bilingüe.

   a. Los padres bilingües han de estar en contacto constante con los maestros para oír las observaciones de éstos y para expresar las suyas.

28. El programa de educación bilingüe constituye un ambiente de belleza.

a. La contemplación y la lectura de las obras en otros idiomas contribuyen a la formación estética en el alumno bilingüe.

29. El programa de educación bilingüe apela a la conciencia moral de los alumnos.

a. Provocando en ellos juicios de valor ante actos realizados por ellos o por otros.

30. El programa de educación bilingüe educa el sentido de la ciudadanía y de la humanidad.

a. Con relatos y lecturas de la historia nacional en dos idiomas.

b. Despertando el sentido de la solidaridad internacional y de la vida espiritual de la humanidad. Nosotros somos dueños del mismo continente.

OIGO CANTAR A AMERICA

Oigo cantar a America,
oigo los cánticos variados,

Los de los artesanos, gozosos
y enérgicos,

El carpintero canta su cancion
mientras mide sus tablas
y sus vigas,

El albañil canta al disponerse
a trabajar o al suspender
su trabajo,

El botero canta en su bote
de lo que le pertenece,

El estibador canta en la
cubierta del vapor,

El zapatero canta en su banco
el sombrerero canta de pié,

La canción del leñador, la del labrador,
que va por su camino, en la mañana,
o durante el descanso del mediodía,
o a la puesta del sol,

La canción deliciosa de la madre
o de la recién casada en sus faenas,
o de la muchacha mientras cose o lava,

Todo hombre o mujer cantan de lo que
les pertenece a ellos únicamente,

El día, de lo que pertenece al día;
por la noche, la cuadrilla de muchachos
robustos, cordiales,

Que cantan con la boca abierta
sus melodiosas canciones viriles.

Por Walt Whitman

Para alcanzar nuestros propósitos es mejor que nos dirijamos a la pasión de los hombres, que no a su razon.

Voltaire

!Yo soy un hombre libre, y libre...
no sólo porque tengo mi bandera;
bandera libre que ondea al viento
y tejieron con su sangre aquellos
hombres libres!

!Yo soy un hombre libre, y libre...
no sólo porque tengo mi escudo;
escudo abierto al pensamiento
que impuso la libertad de aquéllos
hombres libres!

!Yo soy un hombre, y libre...
no solo porque tengo mi tierra;
tierra libre esta tierra
que forjaron con sus vidas aquellos
hombres libres!

Hermanos, !yo también soy un hombre libre,
porque libre me dieron el alma!
!Yo también soy un hombre libre,
porque libre tengo el pensamiento

!Yo también soy un hombre libre,
porque libres están mis creencias!
Hermanos, !Yo soy un hombre libre,
porque libre tengo a Dios que esta en mi Cristo...!
y solo me enseñó !A amar! !A amar! !A amar!

Por eso..
!Yo soy un hombre libre!

Por Antonio Frías Galvez

APPENDIX II

Educación Bilingue

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EDUCACIÓN BILINGÜE

Entre los distintos proyectos que existen para una íntegre educación del niño, se se ha difundido en nuestra actual comunidad uno que favorecerá de manera positiva a la patria y a la humanidad el cual es el proyecto "BILINGÜE" o sea: el educar en las lenguas Inglesa y Española a los que tienen su ascendencia de personas Mexicanas o de personas pertenecientes a países latinos. Filosóficamente hablando se quiere echar mano de las riquezas de dos culturas: Hispana y Norte-Americana; para que por medio de las mismas el niño pueda descubrir mejor lo verdadero, lo bello y lo bueno.

Todo el proyecto favorecerá y propiciará en el niño de 5 a 7 años y quizá de más edad, el descubrimiento de su capacidad para desarrollar no solo su educación y su cultura sino tambien su personalidad para que sea mas humano y pueda estar convencido de las ventajas de algun sistema de gobierno; pongo por caso, EL DEMOCRATICO y después de estarlo (convencido) piense mas en sus semejantes de otros países sin saña y sin egoísmos.

Pero mal se puede tornar un hermoso proyecto si no se tienen verdaderos apóstoles del SABER que lo ejecuten. Esos maestros o mentores que se han escaseado ya en nuestros días. Esos viajeros que por equipaje llevan: (a) un buen acopio de conocimientos psicológicos para poder tratar exitosamente con los incipientes y por tanto débiles aún, personalidades de los niños; (b) que lleven un corazón bien dis puesto para saber corregír y aplaudír tanto los defectos como los éxitos de los pequeños y; (c) que sepan aprovechar las cualidades de sus discípulos y apreciar en lo que valen toda vez que así ellos puedan no solamente aprender ciencia sino tambien sentirse útiles a su comunidad en el desempeño de los cargos que en el futuro se les señalen.

Tienen que saber ademas estos maestros bilingües que han de valerse de ayudantes tambien bilingües de su misma comunidad para llevar de la mano a sus NINOS en ese viaje tan árduo de la educación de los mismos ya que una cosa es enseñar y otra es hacer que los alumnos vayan descubriendo por sí mismos los valores que cuando sean saber encausar esas mentes fogosas para hacerles caer en la cuenta que aunque llegaran a dominar los dos idiomas (Español e Inglés) lejos de creerse unos super-dotados se sientan más obligados a servir en su comunidad para quitar no tanto el complejo de inferioridad directo sino (el más peligroso) el de superioridad que es las más de las veces causa de muchos males en la sociedad; conforme aquello que dijera Jesucristo: "al que se le ha dado mucho, también se le exigirá mucho."

Han de saber tambien esos maestros despertar en los padres de sus discípulos un interés y un amor de altos kilates para ese proyecto en la inteligencia que aunque pudieran cooperar pecuniariamente sería mejor que colaboraran con el mismo proyecto de una manera moral o sea apoyando toda iniciativa que redonde en bien del mismo.

Al estar convencidos esos padres de familia de la eficiencia de esa educación bilingüe que notarían a leguas por el adelanto de sus hijos; se convertirían en defensores, propagandistas y HERALDOS de tan ENCOMIABLE y TITANICA empresa que persigue el susodicho proyecto. Esta hermosa idea se seguirá convirtiendo en tangible realidad cuando todos apoyemos y secundemos tan altruísta labor.

Sacerdote Fco. Antonio Aldana C.

La Escuela Neuva Pública (su programa bilingüe) tendrá un ambiente de belleza padres estarán en contacto constante con los maestros y el director para oír las observaciones de éstos y para expresar las suyas.

El Director del Programa Bilingüe

APPENDIX III

Guía Didáctica Para La Ensenanza De La Lectura En El Programa Bilingue - Conductas Deseables

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GUIA DIDACTICA PARA LA ENSEÑANZA DE LA LECTURA EN EL PROGRAMA BILINGUE

Primer Año. Lectura

a) La enseñanza de las vocales y las consonantes.

b) Visualización de palabras, de frases y oraciones, que se presentarán progresivamente.

c) Análisis de las oraciones en palabras y de las palabras en sílabas.

ch) Formación de palabras y de frases nuevas.

d) Mecanización de la lectura para afirmarla.

e) Comprensión de la lectura: interpretación de ordenes sencillas, complementos de dibujo, etc.

Segundo Año. Lectura

a) Lectura oral para mejorar su habilidad.

b) Lectura de poemas y otros textos que amplíen la práctica del alumno.

c) La lectura en silencio.

ch) Interrogatorios sobre el material leído.

1o. Comprender historietas, cuentos cortos, presentados por escrito.

2o. Ordenar las partes de una historia muda.

3o. Interpretar oralmente o por escrito muñequitos o pequeños relatos gráficos.

4o. Destacar los aspectos salientes de una composición.

5o. Encontrar respuestas adecuadas.

6o. Utilizar diversas formas gráfico-plasticas para expresar ideas o pensamientos sugeridos verbalmente.

7o. Formar y expresar juicios sencillos.

8o. Seguir instrucciones.

9o. Asociar dibujos con palabras, frases y oraciones.

10o. Completar afirmaciones.

Tercer Año. Lectura

a) Del libro de texto

b) De poemas y prosas

c) En silencio

ch) De interrogatorios en relación con las lecturas.

d) Y anotación con el fin de adquirir y conservar informes

e) Iniciación en la consulta del diccionario.

CONDUCTAS DESEABLES

PRIMER AÑO

I. La vida de la familia constituye el tema central para las actividades de Lenguaje de la escolaridad primaria.

Actividades

1. Observación detenida de toda la lámina
2. Formulación oral de los elementos que constituyen la ilustración.

3. Puede utilizarse para ejercicios de lenguaje similares a la unidad de Arboleda.

Ejemplos:

Enumeración de objetos:
Qué cosas ves en este dibujo?
Enumeración de personas
A quiénes ves?

Expresión de acciones:
Qué hace papá? (lee)
Qué hace mama? (cosa)
Qué hace la niña?)(juega)

Las respuestas pueden ser así de completas o puede el niño responder exclusivamente con el verbo.

II. Estimular a los niños para conversar en tre sí sobre la narración y los dibujos de las seleccionadas láminas, preguntando al Maestro por los nombres que desconozcan de personas objetos y acciones.

Actividades

1. Lectura de la frase
2. Escribir la letra o letras objeto de estudio
3. Análisis del sonido
4. Reconocimientos y lectura de las palabras ya utilizadas.

Ejemplos:

1. Escribir al lado del dibujo, sobre las rayas dispuestas, las palabras que correspondan de las escritas en columna, y completar las que faltan (agua, esponja, jabón, talco)

2. Expresión de cualidades contrarias con relación a una misma clase de objetos (sucio, baño, caliente)

3. Ordenación de palabras de acuerdo con el tamaño de los objetos a que se refieren (capillo, peine, toalla)

SEGUNDO AÑO

I. Se puede iniciar el lenguaje de segundo año mediante la descripción, por los niños o por el maestro, de una fiesta familiar que se haya celebrado en fecha inmediata; santo o cumpleaños de los padres, una boda, bautizo, etc. Puede también aludirse a las fiestas del barrio o ciudad (Cinco de Mayo). Se intenta a través de esto motivar a los niños para que se pongan en situación: alegría entre los que celebran la fiesta, homenaje a alguien, se hacen regalos, se come y viste mejor, etc.

Actividades

1. Lectura de poemas y otros textos que amplien su práctica.

2. Completar frases con una o dos palabras a la vista del dibujo de la ficha.

3. Dados tres dibujos y tres series de palabras, tachar las que no vengan (amarga, fea, sosa, salada, negro, sucio, largo; grandes, muchos, llenos).

II. La escena familiar alrededor de la mesa motiva todo el trabajo del lenguaje en torno al tema "Comemos y bebemos."

Actividades:

1. Recapitulación y control de letras y aprendidaa.
2. Copia - dictado
3. Mayúsculas en nombres propios.
4. Repaso y control de lectura.

Ejemplos:

1. Hallar el artículo y nombre que correspondan para completar frases (la leche, los dulces, los pasteles, las papas).

2. Dadas varias frases, unas correctas y otras no,tachar las incorrectas (tachar: el niño habló, el niño cuento coaas)

3. Dados varios pronombres, escribir los nombres a que se refieren.

4. Familia de palabras, Iniciada por comer y comedor, se le dan al niño palabras incompletas para que ponga las tres letras de la raíz com - y luego lea las palabras que han resultado, explicándole su significado si no las entiende todas.

5. Dictado: "Con despensas llenas se hacen buenas cenas."

Dramatización:

Una escena en la mesa en la que los niños hayan preparado una comida completa a base de dos platos y postre.

Tercer y Cuarto Año

I. En el tercer y cuarto año desarrollamos las actividades comprendidas en el manual escolar, dando las soluciones reales o posibles a cada uno de los ejercicios. En las actividades de Gramática y Ortografía señalamos las nociones a impartir. Y por último se consigna el material que debemos emplear para su desarrollo. Este material no ha de ser necesariamente abundante, aunque cuanto más y mejor sea, los resultados serán mayores.

Actividades:

1. Preguntar a los niños los nombres de las cosas representadas en el material expuesto.

2. Observar que estas palabras aisladamente no nos dicen nada claro.

3. Formar frases con ellas. Ver que ahora tienen sentido.

4. Exponer a los niños que siempre que queremos decir algo debemos emplear una o varias palabras. Señalar que ésta o éstas, forman una oración gramatical. Poner y que pongan muchos ejemplos.

5. Aclarar que para que haya oración gramatical es necesario que una o varias palabras digan algo. Nuevos ejemplos. Dar palabras aisladas para que los niños formen frases orales con ellas hasta tener un conocimiento perfecto de la oración gramatical.

Ejemplos:

1. Formar una oración gramatical con cada uno de estos grupos de palabras; el, corre, tren, mucho...(El tren corre mucho)

2. Formar una oración gramatical en la que entren estas palabras; viaje..., tren... (He hecho el viaje en tren. El viaje en tren. El viaje en tren fué muy cómodo. Haremos un viaje en tren hasta México...)

3. Escritura, Copia y Caligrafía - Copiar con muy buena letra, dos veces, la siguiente frase: "El ferrocarril es un medio de transporte"

4. Redacción, Descripción de objetos representados gráficamente. El tren - Los niños describen; la locomotora, los vagones, los departamentos.

II. Diálogo orientado por el maestro en el que se trate de hechos presentes ante el alumno. "La Escuela" Estableceremos un diálogo con los niños sobre la escuela a base de preguntas muy concretas y de fácil respuesta para el niño: cómo es la escuela, quiénes estamos en la escuela, qué hacemos en ella cada uno de nosotros, etc.)

Actividades:

1. Reconocer los nombres propios contenidos en los textos de lectura.

2. Escribir frases en singular sobre el mismo en las que entran distintas formas de los artículos.

3. Observar cuáles son las palabras que nos dicen si los seres son conocidos o desconocidos. Subrayarlas.

4. Formar los aumentativos de los siguientes nombres: niño... (niñote, niñazo) gato... (gatazo, gatote..) casa..(casona, caserón..)

5. Mostrar seres y objetos reales para que los niños digan sus nombres. Que formen sus aumentativos. Escribirlos en la pizarra.

Ejemplos:

1. Lee en voz alta las palabras siguientes: bandera, pizarra, letrero, marinero. (Si te fijas, te darás cuenta de que

en todas ellas la "penúltima" sílaba la has pronunciado con mayor fuerza.

2. Inventa cinco palabras que se pronuncien con más fuerza en la penúltima sílaba. (Llave, mano, carpeta, caballo, madera)

3. Traza una raya debajo de las palabras llanas y dos y rayas debajo de las palabras agudas: árbol, tintero, Sansón, avión, lección, Tomás, papel, papelera, cuadro, cinco, ocho, antes, isla, concha. (Agudas: Sansón, avión, lección, Tomás, papel) (Llanas: árbol, tintero, papelera, cuadro, cinco, ocho, antes, isla, concha).

4. El niño copia en su cuaderno, con muy buena letra, la poesía "La Cigueña".

5. Subrayar los adverbios que hay en las siguientes frases: "La niña cantaba alegremente. Los ciervos son muy veloces. Este dibujo está bien hecho. Quiero bastante pan."

APPENDIX IV

Modelo Guía Para la Observación y Registro De D-tos Con Finalidad Diagnóstica

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MODELO GUIA PARA LA OBSERVACION Y REGISTRO DE DATOS CON FINALIDAD DIAGNOSTICA

Nombre....................................Grado Escolar......................
Grado cronológico............Grado mental..................G.I. ....

Lectura silenciosa

Grado................................ ....
Movimiento de labios...
Vocalización...
Regresiones ....
Velocidad ....
Hábito de señalar con el dedo......... ....
Movimientos de cabeza ....
Otros hábitos defectuosos ....
....

Lectura oral

Grado ....
Cambios de letras y palabras ....
Iniciales............................. ....
Intermedios ....(Errores y omision es de ....
Finales..............(elementos en las pa
En varias partes.....(labras........ ....

Hábitos

Lectura vacilante-...
Lectura corriente..
Comprensión..
....

Pronunciación

Grado ....
Ataque fonético ....
División en letras ....
División en sílabas ....
División en elementos conocidos ....
Pequeñas palabras dentro de otras..... ....
Prefijos.............................. ....
Sufijos ....
Defectos en las vocales............... ....
Defectos de construcción ....
Omisión de sonidos ....
Adición de sonidos ....
Repetición de sonidos ....
Combinación ....
....

Capacidad de síntesis ....
Audición ....
Visión ....
Defectos de dicción ....
Intereses ....
....

Hábitos de trabajo:

Concentración y persistencia.......................................
Reacción emocional...
Actitud hacia la escuela...
Mano dominante...
Ojo dominante..
Defectos físicos...
Ambiente familiar..
Otras observaciones..
....

APPENDIX V

Test Pronóstio Para El Comienzo Del Aprendizaje De La Lectura

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TEST PRONOSTICO PARA EL COMIENZO DEL APRENDIZAJE DE LA LECTURA

Un análisis de las distintas habilidades que están presentes en el proceso de la lectura.

1. Memoria visual o capacidad de retener y posteriormente evocar o reconocer.
2. Descriminación visual o capacidad para percibir pequeñas diferencias entre objetos muy parecidos entre si.
3. Comprensión de contextos o capacidad de relacionar una información determinada con el objeto que es útil o congruente con ella.
4. Descriminación auditiva o capacidad para relacionar objetos según determinadas características de semejanza fonética de sus nombres.
5. Asociaciones o capacidad para relacionar objetos según distintas características de semejanza fonética de sus nombres.
6. Asociaciones o capacidad para relacionar objetos según distintas características, semejanza, unión, etc.
7. Memoria auditiva o capacidad para retener y posteriormente evocar o reconocer determinados sonidos.
8. Lectura de símbolos o capacidad para reconocer el significado de un símbolo que se ofrece asociado al objeto al cual representa.

APPENDIX VI

Enseñanza De La Expresión Oral

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ENSEÑANZA DE LA EXPRESION ORAL

Con el objeto de precisar lo que debe enseñarse en cada uno de los grados de la escuela primaria expresamos lo siguiente:

a) En el primer grado los niños observan los seres, cosas, fenómenos y procesos; interpretan acciones, leen y escriben lo que ellos han imaginado o han pensado; con todo esto construyen series, frases y oraciones que son un buen punto de partida para ejercicios posteriores. En este grado el niño observa y actúa, manipula objetos, hace trazos y dibujos y ejecuta narraciones, relatos y cuentos.

   Este momento es propicio para hacerlo que hable, para conducirlo a que se exprese y a guiarlo en la enseñanza de la regla de sus expresion es.

   La conducta del maestro de estos cursos de hablarles a los niños con palabras comprensibles con lentitud racional debe articular claramente cada palabra y es necesario hasta exagerar los movimientos de los musculos de la cara.

b) En el segundo grado con la lectura de recitaciones; con los ejercicios de cultura en la práctica del dictado; con la redacción, la composición y sobre todo la expresión verbal así como la particular interpretación de los grabados y otros ejercicios similares, pueden formarse una variedad de frases modelo que se van grabando en la mente del niño, enriqueciendo su léxico y que emplear posteriormente en sus conversaciones; así irá extendiendo sus conocimientos y perfeccionando sus expresiones verbales.

c) En el tercer grado el niño ya maneja el diccionario y esto le permite organizar convenientemente sus expresiones; los niños reflexionan sobre algo que ven, sobre todo aquéllo que pueden imaginarse, el maestro los conduce para que digan con su propio vocabulario lo que ellos piensan, luego con el tiempo necesario se les irá corrigiendo.

d) En los grados superiores los ejercicios serán más intensos: construirán oraciones principales y de ellas derivarán varias oraciones secundarias. En ésta forma aplicarán sus pensamientos y harán reproducciones de lecturas literarias; es en ésta etapa cuando se empieza a sistematizar y a exigir al niño la construcción gramatical de frases, oraciones y cláusulas.

e) El niño procede a observar las cosas comparando unas con otras, imita el movimiento de los animales y de las cosas así como, fundamentalmente de las personas; y entonces, crea haciendo, induciendo y asimilando.

APPENDIX VII

La Técnica De Enseñanza "Educación Bilingue

Pages 171 - 172

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LA TECNICA DE ENSEÑANZA - EDUCACION BILINGUE

La didáctica moderna de este concepto busca fundamentalmente dos objetivos. Primero, lograr procedimientos que ofrezcan oportunidad a todos de aprender a leer y escribir en su idioma maternal con un mínimo de esfuerzo y de tiempo y segundo, coordinar ese esfuerzo para hacer productivo el trabajo escolar.

El método utilizado en enseñar la lectura usando los nuevos conceptos pedagógicos del proyecto bilingue ha demostrado, a través de la experiencia de su uso, proporcionar un tipo de lector funcional, es decir, un lector que no tan solo interprete la página escrita sino que reacciona ante esta lectura e incorpora a su actividad experiencias puras y modificadas, propias, extrañas y combinadas. El aprendizaje está basado en ideas concretas que el alumno conoce y asimila a su vida diaria, no en signos abstractos que nada dicen a la mente del adulto. Maestro, método y alumno deben combinarse adecuadamente para poder lograr los resultados que se buscan.

Una de las características de este método es que la enseñanza de la lectura se realiza simultaneamente con la enseñanza de la escritura.

En forma general podría sintetizarse el desarrollo del método en los siguientes pasos:

1. Examen de la figura, asociada a la palabra que se quiere enseñar.

2. Decomposición de la palabra que designa a la figura, en sus dos sonidos.

3. Integración de la palabra.

4. Con los sonidos estudiados se forman nuevas palabras.

5. Se escriben las palabras.

6. Se lee repetidamente lo escrito y las nuevas combinaciones.

APPENDIX VIII

Programa Bilingue -
Edad - Principio Didáctico - Libros
Básicos - Libros Complementarios

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EDAD	PRINCIPIO DIDACTICO	LIBROS BASICOS	LIBROS COMPLEMENTARIOS
4 y 5 años	Globalización	Libros de imágenes, de historias gráficas, de colecciones de animales, de juguetes, de objetos varios.	
6,7,8	Madurez lectora	De lecciones de cosas o de unidades didácticas, de lengua,de matemáticas.	De lectura sistemática, recreativos, de historia (anecdóticos, biográficos).
9,10,11	Apertura total a los aprendizajes y comienzo de la diferenciación	De unidades didácticas de materias fundamentales (geografía, historia, matemáticas, lengua, ciencias, ciudadanía).	Diccionarios de la lengua (de sinónimos, ideas afines, etc.). Diccionarios de consulta (enciclopédicos), recreativos, de aficiones, manualizaciones, antologías literarias.
12,13, 14	Sistematiza-	Matemáticas, lengua gramática, ciencias sociales.	Diccionarios de la lengua y enciplopédicos; libros de orientación profesional, monografías (de arte, de historias, obras literarias consagradas.

APPENDIX IX

Vocabulario Básico De La Esuela
En Los Primeros Grados

Pages 174 - 176

VOCABULARIO BASICO DE LA ESCUELA EN LOS PRIMEROS GRADOS

1. un
2. acerca
3. despues
4. contra
5. carro
6. pero
7. alguno
8. navidad
9. papa
10. muneca
11. comer
12. fino
13. de
14. muchachas
15. siempre
16. estar
17. unos
18. y
19. todo
20. gato
21. fuera
22. cerrado
23. dia
24. perro
25. todos
26. primero
[illegible]. alegre
28. divertido
29. son
30. suelo
31. tan
32. preguntar
33. otro
34. llamar
35. cama
36. frio
37. dias
38. no
39. padre
40. cinco
41. dar
42. ir
43. nene
44. detras
45. pelota
46. ser
47. al
48. venir
49. libro
50. querido
51. puerta
52. poco
53. para
54. tomar
55. yendo
56. sido
57. antes
58. mejor
59. grande
60. porque
61. puede
62. por
63. puede
64. hizo
65. bajo
66. encontrar
67. cuatro
68. dando
69. bueno
70. muchacho
71. muchachos
72. traer
73. hermano
74. negro
75. entre
76. ninos
77. pais
78. hacer
79. cada
80. amigo
81. muchacha
82. fue
83. año
84. duro
85. casa
86. en
87. grande
88. vivir
89. amor
90. leche
91. nunca
92. de
93. o
94. jugar
95. correr
96. dijo
97. ella
98. algo
99. maestro
100. de ellas
101. cosas
102. tiempo
103. arbol
104. estaba
105. bien
106. mientras
107. escribir
108. grande
109. ayudar
110. esperanza
111. dentro
112. ultimo
113. largo
114. hecho
115. mas
116. nuevo
117. fuera
118. otro
119. lugar
120. leer
121. Sta. Claus
122. debe
123. pronto
124. dijo
125. entonces
126. pensar
127. a
128. hasta
129. agua
130. quise
131. blanco
132. tuve
133. ella
134. como
135. es
136. permitir
137. mirar
138. hacer
139. madre
140. siguiente

141. viejo
142. nuestro
143. jugado
144. rojo
145. cortar
146. hermana
147. empezar
148. tanto
149. alli
150. esto
151. hoy
152. dos
153. modo
154. donde
155. quién
156. años
157. felíz
158. aquí
159. yo
160. ello
161. carta
162. mirado
163. hombre
164. debe
165. delicioso
166. sobre
167. lejos
168. favor
169. derecho
170. decir
171. nieve
172. verano
173. qué
174. aunque
175. dijo
176. esos
177. arriba
178. camino
179. que
180. quise
181. tu
182. tengo
183. el
184. soy
185. apenas
186. gustar
187. parte
188. mucho
189. mío
190. no
191. simultáneo
192. encima
193. bonito
194. cuarto
195. escuela
196. así
197. seguro
198. las
199. ellos
200. tres
201. también
202. muy
203. nosotros
204. cuando
205. con
206. usted
207. el
208. su
209. si (condic.)
210. saber
211. pequeñp
212. partes
213. mí
214. nombre
215. ahoras
216. solamente
217. gente
218. poner
219. corrió
220. mira
221. algunos
222. tomar
223. de ellos
224. cosa
225. traves
226. ciudad
227. quiero
228. semana
229. cual
230. trabajo
231. nuestro
232. un
234. después
235. todo
236. estoy
237. y
238. manzanas
239. estar
240. a
241. seguir
242. bebe
243. detras
244. pelota
245. esto
246. pájaro
247. volver
248. azul
249. golpe
250. muchacho
251. comer
252. huevo
253. aprisa

254. padre
255. bailar
256. para
257. de
258. alegre
259. dar
260. obtener
261. niña
262. cama
263. grande
264. verde
265. tuvo
266. cerdo
267. tener
268. él
269. hacer
270. hice
271. hombre
272. puede
273. mío
274. leche
275. mañana
276. mama
277. mí
278. no
279. ahora
280. dió
281. ir
282. uno
283. fuera
284. tiene
285. jugar
286. lindo
287. pronto
288. parar
289. mesa
290.tomar
291. gracia
292. que
293. en
294. ellos
295. entonces
296. allí
297. de ellos
298. de
299. tres
300. debajo
301. encima
302. nosotros
303. muy
304. andar
305. ayudar
306. café
307. pero
308. por
309. llamar
310. venir
311. puede
312. gato
313. silla
314. niños
315. vinieron
316. puede
317. vaca
318. hizo
319. hacer
320. perro
321. muñeca
322. puerta
324. mira
325. gallina
326. ella
327. aquí
328. de él
329. su
330. hogar
331. casa
332. vió
333. en
339. dentro
340. es
341. ello
342. saltar
343. reir
344. gustar
345. pequeño
346. mano
347. poner
348. conejo
349. corrió
350. leer
351. rojo
352. paseo
351. correr
352. dijo
353. yo
354. decir
355. escuela
356. ver
357. ella
358. cantar
359. dormir
360. así
361. alguno
362. papel
363. desear
364. estaba
365. agua
366. camino
367. nosotros
368. fuimos
369. donde
370. que
371.estaba
372. blanco
373. quien
374. querer
375. con
376. si
377. tu
378. de ti
379. abajo
380. reir

APPENDIX X

Las 150 Palabras Más Importantes Para Empezar La Lactura

Pages 177 - 178

176a

1. un
2. después
3. todo
4. estoy
5. y
6. manzana
7. estar
8. a
9. seguir
10. bebé
11. detrás
12. pelota
13. esto
14. pajaro
15. volver
16. azul
17. golpe
18. muchacho
19. comer
20. huevo
21. aprisa
22. padre
23. hallar
24. para
25. de
26. alegre
27. dar
28. obtener
29. niña
30. cama
31. grande
32. verde
33. tuvo
34. cerdo
35. tener
36. el
37. hacer
38. hice
39. hombre
40. puede
41. mio
42. leche
43. manana
44. mamá
45. mi
46. no
47. ahora
48. dio
49. ir
50. uno
51. fuera
52. tiene
53. jugar
54. lindo
55. pronto
56. parar
57. mesa
58. tomar
59. gracias
60. que
61. la
62. ellos
63. entonces
64. alli
65. de ellos
66. de
67. tres
68. debajo
69. encima
70. nosotros
71. muy
72. andar
73. ayudar
74. cafe
75. pero
76. por
77. llamar
78. venir
79. puede
80. gato
81. silla
82. ninos
83. vinieron
84. puede
85. vaca
86. hizo
87. hacer
88. perro
89. muñeca
90. puerta
91. mira
92. gallina
93. ella
94. aqui
95. de el
96. su
97. hogar
98. casa
99. vio
100. en
101. dentro
102. es
103. ello
104. saltar
105. reir
106. gustar
107. pequeno
108. mano
109. poner
110. conejo
111. corrio
112. leer
113. rojo
114. paseo
115. correr
116. dijo
117. yo
118. decir
119. escuela
120. ver
121. ella
122. cantar
123. dormir
124. asi
125. alguno
126. papel
127. desear
128. estaba
129. agua
130. camino
131. nosotros
132. fuimos
133. donde

Las 150 Palabras Mas Importantes Para Empezar la Lectura

134. que

135. estaba

136. blanco

137. quien

138. querer

139. con

140. si

141. tu

142. de ti

143. abajo

144. reir

APPENDIX XI

Vocabulario Básico Visual de Dolch

Pages 179 - 180

178a

1. un
2. acerca
3. despues
4. el
5. dijo
6. aserrar
7. encima
8. y
9. alguno
10. estar
11. alrededor
12. como
13. decir
14. a
15. comio
16. salir
17. ser
18. porque
19. haya
20. antes
21. mejor
22. grande
23. negro
24. azul
25. ambos
26. traer
27. café
28. pero
29. comprar
30. por
31. venir
32. puede
33. cortar
34. siempre
35. estoy
36. uno
37. responder
38. venir
39. puede
40. traer
41. limpio
42. caliente
43. hecho
44. sentarse
45. romper
46. beber
47. comer
48. ocho
49. cada
50. caer
51. distante
52. aprisa
53. encontrar
54. primero
55. cinco
56. volar
57. para
58. hallado
59. cuatro
60. tuvo
61. tenía
62. tener
63. todo
64. hacer
65. haciendo
66. hace
67. de
68. lleno
69. alegre
70. dió
71. dado
72. dar
73. ir
74. fué
75. yendo
76. bueno
77. amarillo
78. crecer
79. su
80. sostener
81. frío
82. como
83. daño
84. yo
85. si (condic.)
86. en
87. dentro
88. es
89. 3llo
90. hacer
91. hecho
92. muchos
93. hizo
94. ella
95. aqui
96. suyo
97. saltar
98. apenas
99. guardar
100. clase
101. saber
102. reír
103. permitir
104. luz
105. gustar
106. pequeño
107. vivír
108. largo
109. mirar
110. un
111. abrir
112. o
113. nuestro
114. afuera
115. sobre
116. propio
117. escoger
118. jugar
119. favor
120. redondo
121. correr
122. dos
123. ayudar
124. mucho
125. debe
126. mío
127. bastante
128. puede
129. a mi
130. nunca
131. nuevo
132. nada
133. no
134. ahora
135. de
136. fuera
137. viejo
138. sobre
139. a la vez
140. solamente

141. bonito
142. llenar
143. poner
144. corrio
145. leer
146. rojo
147. viajar
148. bien
149. ahí
150. allí
151. también
152. intentar
153. nuevo
154. mi
155. debajo
156. decir
157. ver
158. siete
159. iré
160. ella
161. mostrar
162. cantar
163. detenerse
164. seis
165. dormir
166. pequeño
167. así
168. alguno
169. despacio
170. empezár
171. parar
172. tomar
173. decir
174. diéz
175. gracias
176. que
177. de ellos
178. de el
179. entonces
180. esos
181. ellos
182. hoy
183. andar
184. nosotros
185. cuando
186. por que
187. escribir
188. hogar
189. hermanito
190. pensar
191. juntos
192. desear
193. bien
194. donde
195. voluntad
196. naranja
197. casa
198. esto
199. nuestro
200. tibio
201. quisimos
203. cual
204. querer
205. sí
206. vereda
207. niña
208. aquéllo
209. usar
210. estaba
211. donde
212. blanco
213. con
214. usted
215. precioso
216. papá
217. tres
218. muy
219. lavar
220. que
221. quién
223. trabajo
224. de usted
225. mamá

APPENDIX XII

Primeras Palabras más comunnente usadas por el adulto

Pages 181 - 183

Primeras palabras más comunmente usadas por el adulto

1. cuenta
2. un
3. nuevamente
4. a lo largo
5. cantidad
6. alguno
7. como
8. malo
9. porque
10. capáz
11. domicilio
12. contra
13. ya
14. una
15. alguien
16. decir
17. balance
18. cama
19. acerca
20. consejo
21. hace
22. tambien
23. y
24. apreciar
25. atención
26. orilla
27. sido
28. encima
29. después
30. todo
31. siempre
32. otro
33. estar
34. modo
35. banco
36. antes
37. aceptar
38. tarde
39. casi
40. estoy
41. respuesta
42. alrededor
43. espalda
44. ser
45. creo
46. mejor
47. libro
48. traer
49. por
50. imposible
51. cambio
52. cerrar
53. completo
54. pude
55. portar
56. demora
57. comida
58. duda
59. temprano
60. sin embargo
61. excepto
62. favor
63. primero
64. cuatro
65. comodo
66. obtener
67. dando
68. artículo
69. tuve
70. tener
71. ayudar
72. su
73. superior
74. libros
75. negocios
76. llamar
77. carro
78. cargo
79. frío
80. conexión
81. país
82. fecha
83. departamento
84. hacer
85. debajo
86. envuelto
87. mañana
88. esperar
89. lanzar
90. cinco
91. Jueves
92. más allá
93. obteniendo
94. alegre
95. artículos
96. medio

97. tiene
98. de ella
99. hogar
100. entre
101. ambos
102. ocupado
103. llamado
104. tarjeta
105. que
106. checque
107. venir
108. contrato
109. seguro
110. dia
111. anhelo
112. hecho
113. deber
114. envolver
115. nunca
116. expreso
117. poco
118. siguiente
119. amigo
120. futuro
121. muchacha
122. ir
123. fui
124. mano
125. teniendo
126. entonces
127. esperanza
128. grande
129. caja
130. pero
131. venir
132. cuidar
133. ciudad
134. viniendo
135. copia
136. cubriendo
137. dias
138. hizo
138. haciendo
140. durante
141. fin
142. cada
143. realizar
144. encontrar
145. para
146. de
147. dió
148. dar
149. yendo
150. gran
151. feliz
152. el
153. alto
154. casa
155. billete
156. muchacho
157. comprar
158. puede
159. cierto
160. cierto
1616 clase
162. compania
163. costo
164. credito
165. estimado
166. diferente
167. hice
168. cada
169. bastante
170. cualquiera
171. lejano
172. fino
173. anticipado
174. lleno
175. general
176. dado
177. ido
178. invitado
179. duro
180. oir
181. de el
182. ademas
183. interes
184. asi
185. calidad
186. ultimo
187. permitir
188. linea
189. mirando
190. construir
191. cosa
192. debiera
193. manaña
194. mucho
195. cerca
196. proximo
197. nada
198. de
199. sobre
200. oportunidad

201. otro
202. pagar
203. pagado
204. jugar
205. posible
206. probable
207. quieto
208. realmente
209. yo
210. interesado
211. enero
212. alta
213. tarde
214. carta
215. lista
216. lote
217. construyendo
218. debe
219. lunes
220. añadir
221. deber
222. necesario
223. fino
224. nota
225. afuera
226. simultanea
227. o
228. nuestro
229. papel
230. pago
231. favor
232 presente
233. prontamente
234. tarifa
235. si
236. dentro
237. tarea
238. conocí
239. dejar
240. cartas
241. chocolate
242. chico
243. amor
244. hombre
245. mi
246. dinero
247. madre
248. mío
249. necesitar
250. noche
251. escaso
252. ofrecer
253. los
254. uno
255. orden
256. fuera
257. parte
258. gente
259. favorecido
260. bonito
261. pronto
262. leer
263. en
264. es
265. justo
266. conozco
267. izquierda
268. vida
269. largo
270. fabricado
271. mucho
272. reunir

APPENDIX XIII

EDUCACIÓN BILINGUE - La Escalera

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Nombre del juego: LA ESCALERA

Material: PIZARRON Y GIS

5-----------Me gusta mí escuela

4-----------Cumplo con mi tarea

3-----------Mi compañero es Marín

2-----------Mi señorita-(maestra o maestro) es amable

1-----------Soy atento(a) con mis compañeros

INSTRUCCIONES: Escriba en cada espacio una frase u oración. Numere los espacios empezando de la parte inferior. Hágalos leer e invítelos a subir a la escalera. El ganador será el que lea todas las frases u oraciones correctamente, porque habrá subido la Escalera.

APPENDIX XIV

Hablar y Escribir - Metodo Pedagogico
Para La Ensenanza Del Idioma Espanol
- Programa De Lengua Espanola

Pages 185 - 187

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HABLAR Y ESCRIBIR

METODO PEDAGOGICO PARA LA ENSEÑANZA DEL IDIOMA ESPAÑOL - PROGRAMA DE LENGUA ESPAÑOLA, PREPARADO POR EL PROF. FRANK M. GOODMAN PH. D.

Objetivos: Este curso de Lengua Española tiene como propósito principal lo siguiente:

a. Dar a los participantes el suficiente conocimiento y la orientación metodológica de los curriculos tratados.

b. Hacer notar la importancia de cada uno de cada uno de los tópicos tratados para la adquisición de un buen desenvolvimiento idiomático en la práctica.

c. Desarrollar sus valores humanos por medio de la educación del gusto artístico y la afición al saber.

d. Conocer los orígenes y estructura del Idioma Español.

e. Impulsar y orientar al estudiante en la adquisición de un léxico abundante y el dominio suficiente.

TEMA I

Lenguaje e Idioma - Origen y evolución linguística del Idioma Español. Su estructura. Importancia y universalidad. La Academia de la Lengua - La Gramática como ciencia.

TEMA II

La palabra y sus cambios. Etimología y semántica.

TEMA III

Palabras y letras. Alfabeto gráfico y alfabeto fonético.

TEMA IV

La oración. Sujeto y predicado. Coordinación y subordinación.

TEMA V

Elementos de la oración. El sustantivo y el adjetivo. Número y género gramatical.

TEMA VI

Concordancia. Casos especiales. Sexo y género gramatical. Colectivos y numerales. Orden de los elementos oracionales.

TEMA VII

Clasificación de las oraciones. Partes de la oración. Clasificación y uso.

TEMA VIII

Pronombres y artículos. Sujetos y Complementos.

TEMA IX

Frases verbales. El verbo. Desinencia. Flexión. Diversas clasificaciones del verbo.

TEMA X

Conjugación regular. Verbos de conjugación especial llamados irregulares. Modos. Tiempos. Teoría general.

TEMA XI

El adverbio. Formas Y Usos.

TEMA XII

Conjunciones. Preposiciones. Oración compuesta.

Bibliografía

Libros de Texto

Proyecto Bilingue	por Dr. Frank M. Goodman
La Escuela Nueva	por Dr. Joaquín Añorga

APPENDIX XV

Inservice Training Course for Teachers
Developed by Project Director
Dr. Frank M. Goodman

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INSERVICE TRAINING COURSE FOR TEACHERS DEVELOPED BY PROJECT DIRECTOR, DR. FRANK M. GOODMAN.

I. Procedure for Inservice Training and Classroom follow-up of the bilingual methodology developed by the Project Teachers.

Five bilingual teachers will be used to teach in Spanish the nine classes of linguistically and ethnically mixed students in a team teaching design.

Project staff teachers will continue to carry forward the basic skills instruction in Spanish using"English As A Second Language" techniques developed by the project staff to effectively teach the new culturally relevant curriculum within the nature of bilingual education. Students in this bilingual program receive the same kinds of training and do the same work as other students in traditional schooling. The only difference is that they acquire knowledge and learn skills through two languages. The goal of the Compton Bilingual Education Program is a student either native English speaker or Spanish speaker who functions well in two languages on any occasion. Intensive inservice training on a weekly basis will be given to insure that the American-educated Spanish speaking teachers learn and use successful Hispanic pedagogic and didactical techniques when instructing in Spanish.

This will also prepare the staff to use the newly developed curriculum materials and procedures properly and in an experimental educational nature.

Overall inservice bilingual workshop schedule will include 36 one-hour professional sessions with one session a week for 36 weeks. (September 1972 thru June 1973). This will be in addition to the regularly scheduled district workshops and additional inservice training needed to carry out the overall mission of the Compton Bilingual Education Plan.

First Phase (3 sessions)

Sessions 1 and 2:	"How to Talk with People of Other Races, Ethnic Groups and Cultures" (credit to Trans-Ethnic Education/Communication Foundation-Monograph 1.
Session 3:	Positive self-concepts related to language, culture and achievement.

Second Phase (3 sessions)

Session 1:	The nature of the Compton Mexican American Community.
Session 2:	The social action process in the Compton Mexican American Community.
Session 3:	Social Interaction.

Inservice Training Course for Teachers - continued

Third Phase (3 sessions)

Session 1: Research development and diffusion.

Session 2: Basic scientific inquiry; investigation of problems; data gathering.

Session 3: Awareness.

Fourth Phase (3 sessions)

Session 1: Reviewing and evaluating relevant research on Mexican-American and other Spanish-speaking populations.

Session 2: Defining appropriate categories of social and cultural data for curriculum development.

Session 3: Preparing classroom data for written reports.

Fifth Phase (3 sessions)

Session 1: Review and decide on classroom performance objectives for the 5th year bilingual program.

Session 2: Modifying objectives and design for the 5th year bilingual plan.

Session 3: Reporting to the educational community.

Sixth Phase (3 sessions)

Sessions 1, 2 and 3: Preparing teacher manuals, syllabi and guides.

Seventh Phase (3 sessions)

Session 1: Testing and evaluating pupil progress.

Session 2: Observing and recording pupil behavior.

Session 3: Conducting parent meetings, recording parent responses to project.

Eighth Phase (3 sessions)

Sessions 1 and 2: Providing professional bilingual guidanee in this area of specialization when needed by CUSD.

Session 3: Helping to keep project informed of community needs and reactions.

Ninth Phase (3 sessions)

Sessions 1 and 2: The Mexican-American Cultural Center and its contribution to the community (field trip planned).

Session 3: Field trip to the Domínguez Seminary, Compton.

Ninth Phase (3 sessions)

Sessions 1 and 2:	The Mexican-American Cultural Center and its contribution to the community. (Field trip planned)
Session 3:	Field trip to the Dominguez Seminary, Compton.

Tenth Phase (3 sessions)

Sessions 1, 2 and 3:	Theory of Reality Therapy and applicable techniques to the classroom and community councils.

Eleventh Phase (3 sessions)

Session 1:	Bilingual-Bicultural Education a Future School !
Sessions 2 and 3:	Planning for Innovation through the knowledge gained from the past 4 years.

Twelfth Phase (3 sessions)

Session 1:	The Chicano Movement and the Bilingual Education Program: a 4-year perspective.
Session 2:	Chicano Studies in Retrospect as seen by the professional bilingual staff.
Session 3:	The 4th Year Bilingual Project Student - Is He Truly Bilingual?

These professional teacher inservice training sessions will be closely coordinated with the Compton College Inservice Training Course for Paraprofessional personnel.

The following professional books will be used as active references for the certificated inservice training sessions:

1. Mager, Robert F.,
   Preparing Instructional Objectives

2. Batchelder and Hardy,
   Using Sensitivity Training and The Laboratory Method

3. Valette, Rebecca,
   Modern Language Testing - A Handbook

4. Henríquez, Ureña, Max,
   Programa de Grámatica Castellana, Primer Curso

5. Adam, Félix,
   Técnicas de Enseñanza

6. De Mattos, Luis Alves,
Compendio de Didáctica General

7. Glasser, William,
Schools Without Failure

8. Trans-Ethnic Education/Communication Foundation Monograph 1

9. PHI Delta Kappa Volume L1 Number 7 -March 1970 - Curriculum For The 70's.

10. PHI Delta Kappa Volume L11 Number 4 - December 1970 - 8 Articles on Accountability.

ADMINISTRATORS AND SUPERVISORS PERFORMANCE REVIEW - Part A

COMPTON UNIFIED SCHOOL DISTRICT
OCP Form 140a

DATE:

Name

School or Department

Position

Period Covered

INSTRUCTIONS:

1. Appraisee prepares items I, II, and III in advance and discusses them with his immediate evaluator by October 15th.
2. Evaluator conferences with appraisee toward establishing final goals.
3. Appraisee works toward achieving preset goals and objectives.
4. Prior to March 15th appraisee reviews his job performance and rates himself.
5. In a conference review the evaluator completes the rating forms with the appraisee.
6. If not satisfied with the assessment, the appraisee may file a dissenting statement and request a conference with both evaluator and reviewer.
7. Evaluator submits completed signed original to reviewer for reaction, reviewer forwards original to personnel division. Should any changes be made by the reviewer - the appraisee, evaluator, and reviewer must hold a conference.
8. Three copies of the form are to be distributed as follows: white to personnel division, green to evaluator, blue copy to appraisee.
9. Excellent performance should be recognized in the commentary section.
10. Performance scale:

Less Than Expected Progress	**Satisfactory Degree Of Progress**	**Not Applicable**
1	2	N/A

(this part is not to be used in the October Report)

I. GOALS AND JOB TARGETS (state precisely)	**APPRAISEE**			**EVALUATOR**		
	1	2	N/A	1	2	N/A

II. STRATEGIES TO BE EMPLOYED (state precisely)	**APPRAISEE**			**EVALUATOR**		
	1	2	N/A	1	2	N/A

APPENDIX XVI

Inservice Training Course for Para-Professionals
Compton College
by
Dr. Frank M. Goodman

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COURSE OUTLINE FOR THE ADVANCED TRAINING OF BILINGUAL-BICULTURAL INSTRUCTIONAL AIDES FOR PUBLIC SCHOOLS SERVICE

DEPARTMENT:	Foreign Language
UNITS:	Two Units (2 hrs. per week)
PREREQUISITES:	E.S.L. (English Second Language) Spanish (Bilingual) 6A, 6B, 6C, 6D or Special Permission of Instructor.
EQUIVALENTS:	None
INSTRUCTOR:	FRANK M. GOODMAN, Ph. D.

Note: Prepared by Dr. Frank M. Goodman in participation with Federal and State Bilingual Education Consultants to develop and implement a para-professional inservice training program for public school service. This would meet the component for para-professional staff development as recommended in the U.S. Office of Education Guidelines for ESEA, Title VII programs.

COURSE OUTLINE

I. COURSE DESCRIPTION (2 semesters)

This course will carry forward the basic skills taught in the basic ESL-Bilingual Spanish course number 6A, 6B, 6C, and 6D for the training of Bilingual Instructional Aides.

Intensive training in bilingual methodology will be given to insure that American-educated Spanish-speaking instructional aides will learn and use successful Hispanic pedagogic and didactical techniques when instructing in Spanish.

This course will also prepare the bilingual instructional aide to use the newly developed bilingual-bicultural curriculum materials and procedures properly and in an experimental educational nature.

II. COURSE OBJECTIVES

1. To develop a trained cadre of local community bilingual-bicultural nstructional aides to offer a para-professional service to the Compton Unified School District.
2. To develop a mastery of second-language teaching techniques.
3. To develop bilingualism in Spanish and English.
4. To develop an awareness and cultural sensitivity to the socio-cultures of the children in the public schools.
5. To develop a specialized methodology for dual language teaching.
6. To develop language acquisition and refinement in both Spanish and English.
7. To continue to develop humanistic measurements, inservice training and community involvement designed for Bilingual-Bicultural Education.

III. TEXT AND REFERENCES

1. The following two monographs will be required texts in this course: "Mexican American Challenge To A Sacred Cow" by Deluvina Hernandez - Monograph No. 1- UCLA,March,1970.
2. "How to Talk with People of Other Races, Ethnic Groups, and Cultures," by Smith, Hernandez, and Allen. Monograph No. 1- Trans-Ethnic Education, Communication Foundation, L.A., 1971.

The following references will be studied thoroughly:

A. Adam, Felix -Tecnicas De Educacion - Caracas, Venezuela - 1960.

B. Secretaria De Educacion Publica - Didactica De la Lectura Oral y Silenciosa - Mexico City, Mexico - 1967.

C. Mattos, Luiz A - Compendio De Didactica General - Buenos Aires, Argentina - 1963.

D. Collin, G. - Tests Seleccion De Tests Al Servicio De La Psicologia Infantil - Buenos Aires, Argentina - 1959.

E. Goodman, Frank M. - Continuation Grant Application - Compton Unified Bilingual Education Plan - (1969-70) (1970-71) (1971-72)

IV. DESCRIPTION OF CONTENT (First Semester) (Total 38 hours)

1. Cultural Heritage of the Compton Mexican-American children (2 hours)
2. Material for classroom instruction of the culture and heritage of the Mexican-American child (2 hours)
3. Positive self-concepts related to language, culture and achievement (2 hours)
4. Language development and language patterning (2 hours)
5. Dual language instruction (2 hours)
6. Past, present and future development of dual language materials at appropriate grade level (2 hours)
7. Investigation of appropriate manipulative devices, pictures, and experience materials for verbalization (2 hours)
8. Translation techniques of English-language curriculum materials to Spanish (2 hours)
9. The bilingual team teaching approach (2 hours)

Second Semester (38 hours)

1. Staff preparation of classroom-developed dual language materials for dissemination to regular school staff (2 hours)
2. Study of formative bilingual education evaluation techniques (2 hours)
3. Sharing of successes and problems with colleagues and administrative personnel (2 hours)

4. Exploration of new bilingual materials and techniques (2 hours)

5. On-going and continuous evaluation, both formative and research design (2 hours)

6. How to conduct a parent-community seminar (2 hours)

7. Rating scales, observational records, anecdotal records, and check-off lists (2 hours)

8. Study of bilingual findings and their potential adaptation to public education (2 hours)

9. Encouraging and implementing volunteer and concerned citizen services.

V. METHODS OF INSTRUCTION

This course will be taught utilizing a practical application of the learning approach. Innovative techniques such as room seating arrangements in circle groups with a discussion leader, open-ended meetings where the students will be asked to discuss any thought-provoking question related to their lives, questions that may be directed to the "nature of bilingual education," and an educational-diagnostic meeting for an evaluation of whether or not teaching procedures in the class are effective, will be utilized.

Lecture and workshop techniques will also be employed in the on-going development of instruction. The student will be expected to keep a notebook of practical ideas applicable to his work assignment and be actively participating in bilingual-bicultural education.

VI. METHODS OF EVALUATION

Criteria for student evaluation in order of importance are:

A. Achievement on essay examinations	50%
B. On-going bilingual-bicultural projects for school or community use	20%
C. Participation in educational-diagnostic meetings (feedback loops)	20%
D. Classroom notebook	5%
E. Continual and measurable progress	5%
F. Attendance and tardiness will be taken into consideration in marginal cases.	

G. The instructor will also take into consideration any creative and innovative projects in bilingual-bicultural education which, in the opinion of professional educators and Hispanic civic leaders, actually have contributed to the advancement and welfare of the Spanish-speaking community. Humanistic projects which show future promise of community involvement and positive attitudinal changes even after the class has been terminated will be judged upon their merits and potential as an alternate method of evaluation for special recognition.

Examples of the above would be:

1. Unpaid hours of volunteer service to the Mexican-American community in the field of parent education under the direction of a credentialed, professional educator following the U.S. Office of Education Guidelines for implementing ESEA, Title VII projects.

2. Unpaid hours of volunteer service to the Mexican-American community in the field of Early Childhood Education to those children too young to attend school or not already enrolled in Headstart or pre-school education (San Jose concept).

3. If qualified as a para-professional or in the opinion of the instructor qualified to participate in data gathering for measurement of the affective domain in the Mexican-American community, volunteer service in the research component of bilingual-bicultural education plan would be considered technical assistance.

4. Active volunteer participation in chartered Mexican-American organizations to develop a positive self-image for the Mexican-American resident would be recognized as relevant to the community client.

Volunteer participation in the above examples would be entirely an individual matter and would not be considered reason for non-attendance of scheduled classes and not satisfactorily passing the required mid-terms and final examinations of this course.

Para Professional's Name

Position (Job) Title

Record of Compliance with Performance Requirements

Requirements	Dates of evaluations	Satisfactory (S) or Unsatisfactory (U)	If U, does he warrant an additional period of trial (Yes or No)(If Yes, fill in next columns)	Dates of next evaluations	S or U	Additional trial	Etc.
Job knowledge							
Job skills							
Attitudes							
Compliance with performance standards							
Compliance with policies and procedures							
Others (specify)							

Name	Date	Assignment		Degree to which Project Director was satisfied with the results	If the preceding column indicates anything less than 100% satisfaction, why he failed to meet my expectations
		Nature	Date Due		

Date	Time		Person visited	Service given
	From	To		

APPENDIX XVII

Mexican-American Day
Cinco de Mayo

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THE MEXICAN-AMERICAN DAY

CINCO DE MAYO

A Zacatecas Indian lawyer, Benito Juarez, governing Mexico from a black carriage, struggling to keep Mexican territorial integrity declared war in January, 1862, against the French invading forces of Napoleon III. Thus Benito Juarez and his brave people faced destruction by the greatest Military power of Europe. The ambitious French were pleased with the prospect of regaining an American colonial empire, a project worthy of the name of Napoleon. The hour was propitious, Mexico was torn with dissension, and the United States, fighting for its national unity, could not intercede.

However the French had their hands full. Instead of the Military parade they had expected as they marched toward Mexico City, they encountered a savage and desperate resistance. General Laurencez, commander of the French legions, would shoot the Mexican rebels and bandits by the scores and enter Puebla by night fall. At Puebla, on May 5, 1862, the outnumbered, underpaid, undertrained, hungry and desperate soldiers of the Mexican Republic under the command of General Ignacio Zaragoza soundly whipped the French legions of General Laurencez. Napoleon III had to send more and more troops until the French had 34,000 regulars in Mexico.

A year later with fresh reinforcements, the French entered Mexico City in June, 1863. But because of the Battle of Puebla, the mighty French legions could not claim an honest victory against the Mexicans. The French had an impossible task. They could not conquer the spirit of liberty and justice for which the desperate Mexican patriots fought. The Battle of Puebla on May 5, 1862, told the most powerful European state that there would be no French victory while Mexican patriots still lived. And they were right. Benito Juarez was the personal living symbol of Mexican courage and unity. El Respeto al Derecho Ajeno es la Paz.

LONG LIVE MEXICO!

LONG LIVE EL CINCO DE MAYO!

APPENDIX XVIII

MOCTEZUMA PLAN - PARENT PARTICIPATION

Pages 202 - 203

THOMAS JEFFERSON - MOCTEZUMA PLAN

(formerly Montessori Plan)
INNOVATIVE INCENTIVE PROGRAM - COMPTON UNIFIED SCHOOL DISTRICT

OBJECTIVES:

The purpose of this program is to meet the educational needs of children who come from a multilingual community in which Spanish with an alternative dialect of English are the dominant language. Mothers of those children will receive home instruction in language development through the Montessori method of teaching. A trained professional kindergarten teacher and bilingual instructional aide, with an alternate dialect-speaking aide, will work with groups of mothers in their homes to give them instructions in the auto-education approach to learning. Additional aides will be used on a one-to-one basis with parents to help them teach their children to communicate better, to keep their children healthy, and to prepare them, through a presentation of didactic material made up of graded stimuli, to progress successfully in the public school in grades K and one. Parents will be grouped in fives at one home for initial implementation, and later in individual parent homes with small groups of children present for parents to teach under the guidance of a professional teacher and home aide.

Approximately fifteen parents will participate. The community resources, public school and Mexican American Cultural Center will provide a focus through human resources for developing didactic materials which can be channeled and programmed. These resources will establish appropriate early identification through a diagnostic and prescriptive teaching system; they will provide professionals, paraprofessionals, and neighborhood residents with inservice opportunities in the full spectrum of human behavior and behavior management; they will provide an opportunity for students from local colleges to participate in the life of a living laboratory; they will provide for a community curriculum and media development; they will provide for research opportunities in modern teaching techniques; and will provide model for Compton Unified School District.

Other objectives will be active parent involvement ("parent as a teacher") and will concern the improvement of racial and ethnic relations. These objectives will be effected by improving (1) the self-concepts of the parents through specialized training, (2) the self-concepts of students being taught by their own parents in their own homes, (3) the achievement of students in low socioeconomic minority groups, (4) the attitude of these students and their parents toward the school.

Immediate Moctezuma Program Objectives

1. Improve the parent's ability to cope with situations in his environment and develop his feelings of worth and acceptance through a one-to-one relationship with the teacher and aide, and through the use of parents teaching their siblings by the use of programmed graded lessons.

2. Develop the parent's ability to organize and classify his experience through specialized training.

3. Perceive selectively the learning task at hand while engaging attentively in Moctezuma programmed activities.

Performance Objectives for the Target Group

At the end of the first semester each parent will be able to:

1. Perceive himself as a person with dignity and worth by teaching his children through parent-developed techniques and experiences.

2. Show improvement in his native language and speech patterns by tape recordings made at the beginning and end of the program.

3. Cooperate and work more effectively with the public school teacher as recorded periodically on program-developed check-off lists.

Objectives for the Administration of this Moctezuma Parent Training Program

1. Select and establish a parent training program in early childhood education committed to the philosophy of total parent-child involvement in the learning process.

2. Encourage parents to demonstrate their interest in the child's education by taking the Compton College inservice training program.

3. Periodic school visits will be made by the Mactezuma Program trained parents to see the progress of their children in the learning activities of the public school.

APPENDIX XIX

Desarrollo Del Plan

Por Dr. Frank H. Goodman

Pages 204 - 206

DESARROLLO DEL PLAN

Por Frank M.Goodman

I Procedimientos o Medios

- A. Observación
- B. Análisis
- C. Ejemplificación

Esquema Comparativo
De Los Métodos Generales

Plan No. 2

Parte Informativa

Asignatura: Estudios de la Naturaleza

Grado: Primero

Asunto: Efectos de la lluvia en las plantas y en los animales

Método general: Inductivo

Método pedagógico: Activo

Método particular: De observación

Procedimientos: Intuitivos y experimentales

Formas: Oral interrogativa

Medios auxiliares: Láminas, plantas sembradas en macetas, semillas sembradas en tierra seca y semillas colocadas sobre algodón húmedo.

Objetivos generales: Cultivo de la aptitud para investigar o sea el espíritu de investigación (mediante la observación y el razonamiento).

. Desarrollo del amor y simpatía a la Naturaleza.

Conocimiento del medio natural en que vivimos.

Fomentar hábitos de cuidado hacia las plantas y hacia los animales.

Objetivos específicos: Conocimientos de las relaciones entre los fenómenos de la Naturaleza y los seres vivos.

Apreciación del beneficio que nos proporciona la lluvia.

PARTE EXPLICATIVA

I. Objetivos del trabajo

a) Conocer los efectos de la lluvia en las plantas y en los animales

II. Elementos materiales:

Láminas de ilustración del cuento: "Un viaje al desierto," plantas sembradas en macetas, algunas semillas sembradas previamente en tierra seca y otras colocadas en algodones húmedos.

III. Curso, proceso y forma del trabajo.

a) Invitar a los niños a escuchar una narración.
b) El maestro comenzará la narración presentando al personaje principal del cuento: un niño como de ocho años que vivía en una hacienda y emprendió con sus padres un viaje por el desierto.

1. Destacar lo triste que se sentía el niño en el desierto.

   a. láminas: el terreno sin vegetación y despoblado.

   b. señalar por qué el desierto está desprovisto de plantas y de animales.

   c. inferir los beneficiosos efectos de la lluvia

   d. Hacer que los niños lleguen a la conclusión de que en el desierto no hay plantas ni animales porque no hay agua y el agua es indispensable para la vida.

   e. presentar las plantas sembradas en macetas y las semillas sembradas previamente en tierra seca.

   f. presentar las semillas no germinadas para demostrar que para que nazca una plantita el agua es más importante que la tierra.

   g. hacer referencia al beneficio que la lluvia reporta a los animales, lo mismo que a las plantas.

IV. Resultado del Trabajo.

   a) Explicar de qué modo la lluvia hace bien a las plantas y a los animales.

   b) Dibujar un desierto. Dibujar un campo con plantas y flores.

APPENDIX XX

EDUCACION BILINGUE LENGUAJE - GRAMATICA

Pages 207 - 213

2064

EDUCACION BILINGUE: LENGUAJE - GRAMATICA

Gramática es la ciencia que nos enseña a hablar y escribir correctamente una lengua. Comprende diversas ramas, como:

La fonética, que trata de los sonidos del idioma

La morfología, que estudia las distintas partes de la oración y sus formas;

La sintaxis, que senseña como se enlazan las palabras entre sí para construir las oraciones;

La ortografía, que indica cómo deben escribirse las palabras;

La prosodia, que enseña su correcta pronunciación;

Oración gramatical es la expresión, por medio de una o varias palabras, de un pensamiento completo.

No hay oración, si el pensamiento queda en suspenso, sin completar.

Clasificación de los tiempos:

a. El modo indicativo tiene 8 tiempos

Presente: yo observo

Tiempo simple

Pretérito, Imperfecto: yo observaba

Pretérito Indefinido: yo observé

Futuro Imperfecto: yo observaré

Tiempos compuestos:

Pretérito perfecto: yo he observado

Pretérito pluscuamperfecto: yo había observado

Pretérito anterior: you hube observado

Futuro perfecto: yo habré observado.

b. El modo subjuntivo tiene 6 tiempos:

Presente: yo observo

Tiempos simples

Pretérito imperfecto: yo observara u observase

Futuro imperfecto: yo observaré

Pretérito perfecto: yo haya observado

Tiempos compuestos:

Pretérito pluscuamperfecto: yo hubiera o hubiese observado

Futuro perfecto: yo hubiese observado

c. El modo imperativo tiene un solo tiempo

Tiempo simple:

Presente: observa

d. El modo potencial tiene dos tiempos:

Tiempo simple:

Imperfecto: yo observaría

Tiempo compuesto:

Perfecto: yo habría observado

e. El modo infinitivo tiene dos tiempos para infinitivos y gerundio y uno pasa al participio:

Infinitivo simple: observar
compuesto: haber observado
Gerundio simple: observando
compuesto: habiendo observado
Participio simple: observado

ORTOGRAFIA: Las sílabas

1. Dos vocales débiles o una débil y una fuerte que forman diptongo no pueden separarse; - ejemplo:

   ciu - da - da - no
   a - bier - to
   grue - so

2. No forman diptongo y por lo tanto, pueden separarse, si la vocal débil lleva acento; - ejemplo:

   sa - lí - a
   rí - e - te
   gen - tí - o

3. Dos vocales fuertes no forman diptongo y deben separarse; - ejemplo:

   be - o - do
   a - é - re - o
   ca - er

4. Las consonantes dobles ch, rr, ll, no pueden separarse; - ejemplo:

   co - che, ca - rre - ta, ca - be - llo

5. Tampoco pueden separarse las consonantes que forman un solo grupo en la pronunciación; ejemplo:

   dra - ma, bro - ma, glo - ria, fres - co.

LENGUAJE, SILABAS, ACENTO

Lenguaje es el instrumento que nos permite transmitir a los demás nuestras ideas y pensamientos.

Es "oral" si nos servimos de palabras;
Es "escrito" si nos servimos de la escritura;
Es "mímico" si nos servimos de gestos.

El lenguaje oral está formado por el "conjunto de" sonidos que, agrupado en palabras, constituyen nuestro idioma.

El lenguaje escrito es la representación del lenguaje oral por medio de unos signos llamados letras.

Sílaba es una letra o un grupo de letras que se pronuncian de una sola vez; ejemplo: la a-la-me-da

la alameda

un pe-ri-ó-di-co

un periódico

Una sílaba es abierta si termina en vocal (ejemplo: ca-ba-llo=caballo); es cerrada si termina en consonante (ejemplo: al-mor-zar=almorzar)

Por el número de sílabas que contienen, las palabras se dividen en monosílabas, si tienen una sola sílaba (luz, dar, por, sol); bisílabas, si tienen dos sílabas (li-bro, me-sa, plu-ma).

Trisílabas, si tienen tres sílabas (a-gu-ja, a-lum-no, za-pa-to)
Polisílabas, si tiene más de tres sílabas (car-pin-te-ro, rec-tan-gu-lar)

Cada sílaba debe contener por lo menos una vocal.

Ejemplo: La luz que ilumina al niño que escribe procede de una lámpara. Luz es palabra monosílaba; niño, bisílaba; lámpara, trisílaba; ilumina, polisílaba.

Habrá diptongo, si en una misma sílaba se juntan dos vocales, una débil (i, u) y otra fuerte (a,e,o) o dos débiles, siempre que van sin acentuar; ejemplo: sue-lo, pier-na, cuan-do.

El acento sobre la vocal débil destruye el diptongo. Así pronunciaremos separadamente: río, se-cre-ta-rí-a.

Triptongo es la unión en una sola sílaba de dos vocales débiles y una fuerte; ejemplo: buey, U-ru-guay.

Acento tónico - la mayor intensidad de la voz con que se pronuncia una sílaba determinada dentro de una palabra. Dicha sílaba será tónica, las demás serán atónicas; ejemplo: e-lec-tri-ci-dad, ca-pi-lla, sá-ba-do.

Según el lugar donde cae el acento, las palabras se dividen en:
Agudas, si llevan el acento tónico en la "última sílaba" =ro-sal, a-ma-ne-cer, ca-fé.

Graves o llanas, si lo llevan en la "penúltima"sílaba - i-gle-sia, pa-la-cio, a-ce-ro.

Esdrújulas, si lo llevan en la antepenúltima sílaba = án-gu-lo, dí-me-lo, a-pós-to-les.

Sobreesdrújulas, si lo llevan "antes de la antepenúltima" sílaba = co-mi-én-do-se-lo.

Sentada en un sillón (palabra aguda), la niña lee un libro (grave o llana) ilustrado con imágenes (esdrújula), aprendiéndoselo (sobresdrújula) con interés.

APPENDIX XXI

An Expression of Cultural Dignity -
The Compton Mexican American Mural -
The Affective Domain of Bilingual-
Bicultural Education

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AN EXPRESSION OF CULTURAL DIGNITY

THE COMPTON MEXICAN AMERICAN MURAL

THE AFFECTIVE DOMAIN OF BILINGUAL-BICULTURAL EDUCATION

An expression of historical self-identity explodes before us in the first ERA of the Aztec Empire. The pageantry and pomp of Aztec splendor was at the peak of its power when Hernán Cortés and six hundred men landed on the Veracruz coast in 1519 for the conquest of México. The sons of ancient kings from Moctezuma's imperial city of Tenochtitlán live today here in Compton.

To the side of this ancient Eagle Knight is "Our Mother," the Virgin of Guadalupe, as she appeared in 1531 to Juan Diego; and thus were the Indian masses to transfer their devotion from Tonantzin, goddesses of crops, to "Our Lady of Guadalupe," protector of the Americas.

In the upper-part of the Mural is shown the standard-bearer of the Mexican Independence movement of 1810 and the beginning of this struggle led by Father Miguel Hidalgo y Costilla, the "Grito de Dolores." "El Grito" can still be heard in this mural.

"Viva Nuestra Señora de Guadalupe, muera el mal gobierno, mueran los gachupines" - "Long live our Lady of Guadalupe, down with bad government, death to the Spaniards." With him is shown Doña Josefa Ortiz de Dominguez who warned the leaders of the Independence of danger to their cause, thereby accelerating the first move for independence. Next is seen José María Morelos y Pavón, successor in command to Hidalgo. Next to him is Vicente Guerrero who fought for independence in the south as a guerilla leader.

Next is shown the "Era of Juarez," The Man of Law, the little Zapotecan Indian who became the Abraham Lincoln of México and held his beloved land together against civil strife, economic chaos and the hated French invasion. "El Respeto al Derecho Ajeno es La Paz" - "The respect for the rights of others is the peace."

General Ignacio Zaragosa, defender of Puebla and "la Patria," defeated the French invaders on May 5, 1862, to the honor of Mexican sovereignty.

Through the Era of Porfirio Diaz, 1876-1911, México prospered and México City became known as the Paris of the North while rebellion among the masses brewed.

The next Era is revolution 20th century style led by Francisco Madero, upper-right corner, leader of the accumulated furies of abased workers, outraged intellectuals and the voiceless Indian masses. Standing, lower center, is Pancho Villa (Doroteo Arango), the Northern Eagle of the revolution who loved the people and became a hurricane in this revolution to end tyranny. !Viva Villa!

General Venustiano Carranza became the First Chief of the Army of the Constitution. Emiliano Zapata fought bravely in the south for Mexico's salvation. Next bursts before us the "Era" of social reform. Lázaro Cárdenas, born in the village of Jiquilpan in Western Michoacan, fought bravely in the revolutionary armies of Carranza and Obregon.

THE COMPTON MEXICAN AMERICAN MURAL - continued

President Cárdenas brought social reform to México. He organized labor unions, and in his patriotism for México he expropriated foreign holdings. "If employers weary of the social struggle, let them turn over their plants to the government or the workers."

Today the Eagle Knight and his brothers, the "Chicanos" are seen in the final "ERA." The chains of ignorance, prejudice and social injustice are broken. Ruben Salazar, writer, and Cesar Chavez, labor organizer, join in spirit the masses who struggle for cultural and human dignity.

"EL RESPETO AL DERECHO AJENO ES LA PAZ"